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ABSTRACT

This followup study reports on the career patterns of 117 graduates from Ohio State University's College of Education, whether they were actively teaching or were in another job situation. Statistics are provided on demographic information and current occupations. Nonteachers were asked why they chose not to teach and how their present occupation was chosen. Teachers responded to questions on their attitudes toward their work, how their concerns have changed since beginning to teach, their current problems, patterns they expect their careers to follow, and their opinion of the training they received at Ohio State. Results are analyzed with particular emphasis on their implications for possible changes in the University's teacher education program. The appendix includes a sample of the questionnaires used, item-by-item responses to both the written and telephone questionnaires, and profiles of three typical graduates. (JD)

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FOLLOW-UP PROJECT

TECHNICAL REPORT #4 (1979)

DR. GARY deVOSS,

DIRECTOR

U.S. DEPARTMENT OF EDUCATION
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SP 018 004

Technical Report #4: Follow-Up of a Random Sample of 1975/76 Graduates at The Ohio State University's College of Education Teacher Certification Program

1979

Prepared by:

Dr. Gary deVoss
Carol Phelps

Produced for the OSU College of Education as part of a total effort to redesign teacher education. This project is funded entirely from State of Ohio, Department of Education Project 419 monies.

EDUCATION
OSU

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This is the second of a three-volume set. This volume reports the rationale, procedure, and findings from the follow-up of 117 1975/76 graduates of OSU's College of Education teacher certification program.[1]

Rationales

One component of the FollowUp project's schedule for implementation in 1978/79 was the contacting of graduates of the 1975/76 certification program. This was part of a larger plan to contact, in each of three consecutive years, one-year out, three-year out, and five-year out graduates. The first-year out graduates were contacted during the FollowUp project's first year of operation (1977/78); thus, one rationale for contacting this sample was to continue the established design.

A second and more important rationale was that traditional Follow-Up projects concentrate only on those graduates who are teaching, but make no effort to examine career patterns of all graduates. The rationale here was to contact every person in a truly random sample of all 1975/76 graduates, whether a person was teaching or not. It was more than a hunch that many careers besides the typical career pattern of "graduation-job search-employment in the fall of the

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1. Volume 2 reports the findings of recontacting 40 teachers who were surveyed, interviewed, and observed last year (1977/78). Volume 1 reports the findings of an ethnographic investigation of preservice credential candidates. These are available at no charge by writing to: Dr. Gary deVoss, FollowUp Project, College of Education, The Ohio State University, Rm. 210D Ramseyer Hall, 29 W. Woodruff Ave., Columbus, Ohio 43210.

graduating year-continued employment" existed among gradutes. Our findings have borne out this hunch to a greater degree than we ever suspected.

Teacher training works on a two-level system at OSU. Students begin their training by taking college-wide core courses, then later specialize in a subject, such as Early and Middle Childhood Education, Health Education, English Education, or Physical Education. Findings must be useful to two audiences, one college-wide and one program-specific. In 1977/78, one report was written for both audiences. In this year separate reports seem more appropriate. That audience concerned with college-wide issues will find this report most useful; individual program faculty have separate reports, under separate cover, detailing only their graduates' progress in the post-university world. The dual-audience at OSU was the final rationale for the undertaking of this general report about three-year out graduates.

Procedures

Sample

The sample for the three-year study consisted of 117 randomly selected graduates of the 1975/76 graduating class of the College of Education, at The Ohio State University. Including elementary and secondary four-year graduates, the population totaled approximately 1100 persons. The random sample comprised slightly more than 10% of those persons who were eligible to begin teaching in September of 1976.

The map on the next page shows the location of those persons residing in the state of Ohio; the following map (Figure 2) shows the location of all those who were contacted.

The procedures section gives specific details on how these persons were contacted. As letters continue to trickle in 85 of the 117 persons have been located. This figure is 72.6% of the original randomly-drawn sample.

How This Study Was Done

In October of 1978 a list of all OSU College of Education graduates eligible to teach in September 1976 was drawn up. From this list 117 names were randomly selected.

In December of 1978, a four step procedure was established by which each of these persons would be contacted.

Figure 1

Location before and after
OSU experience

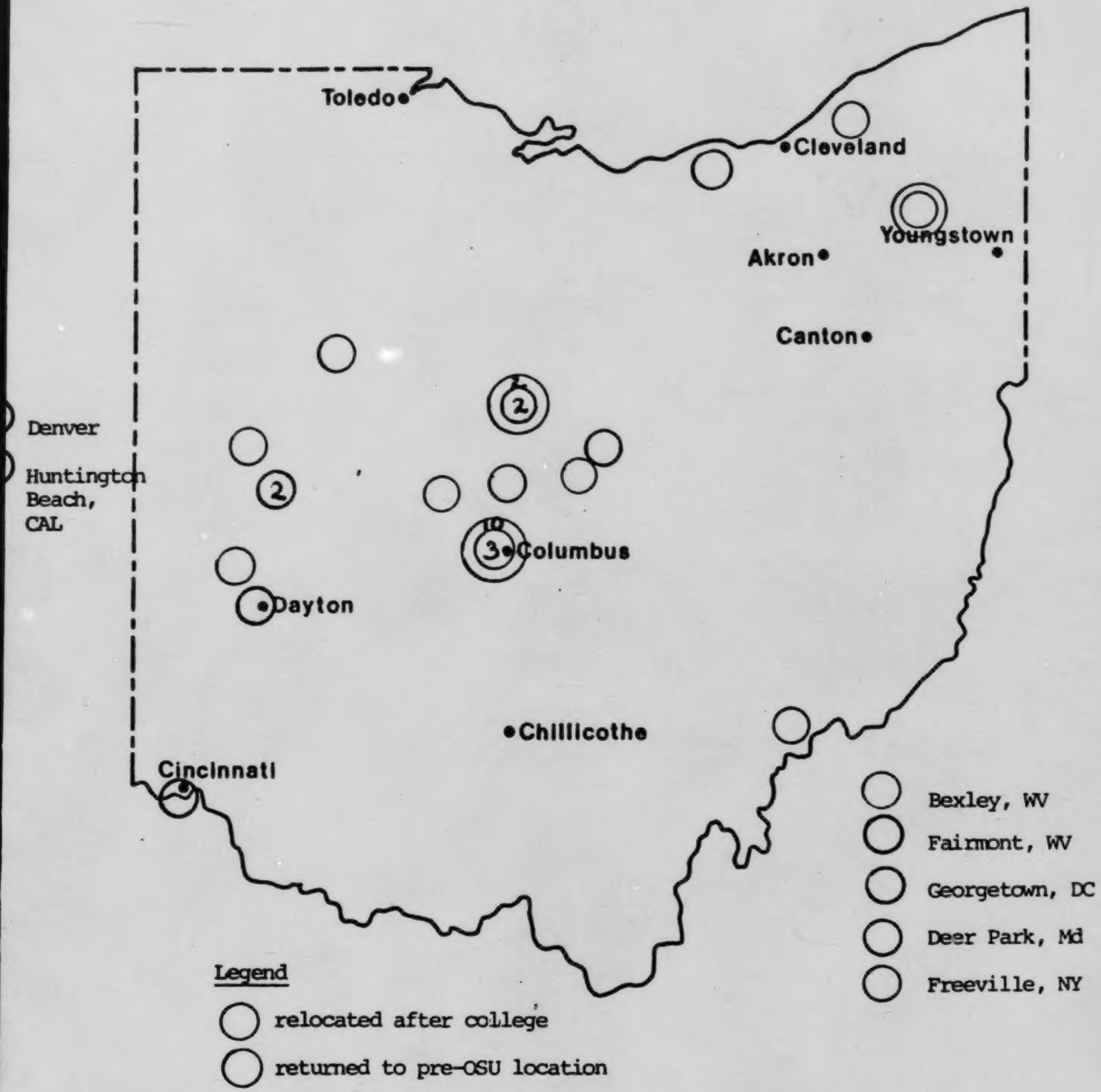
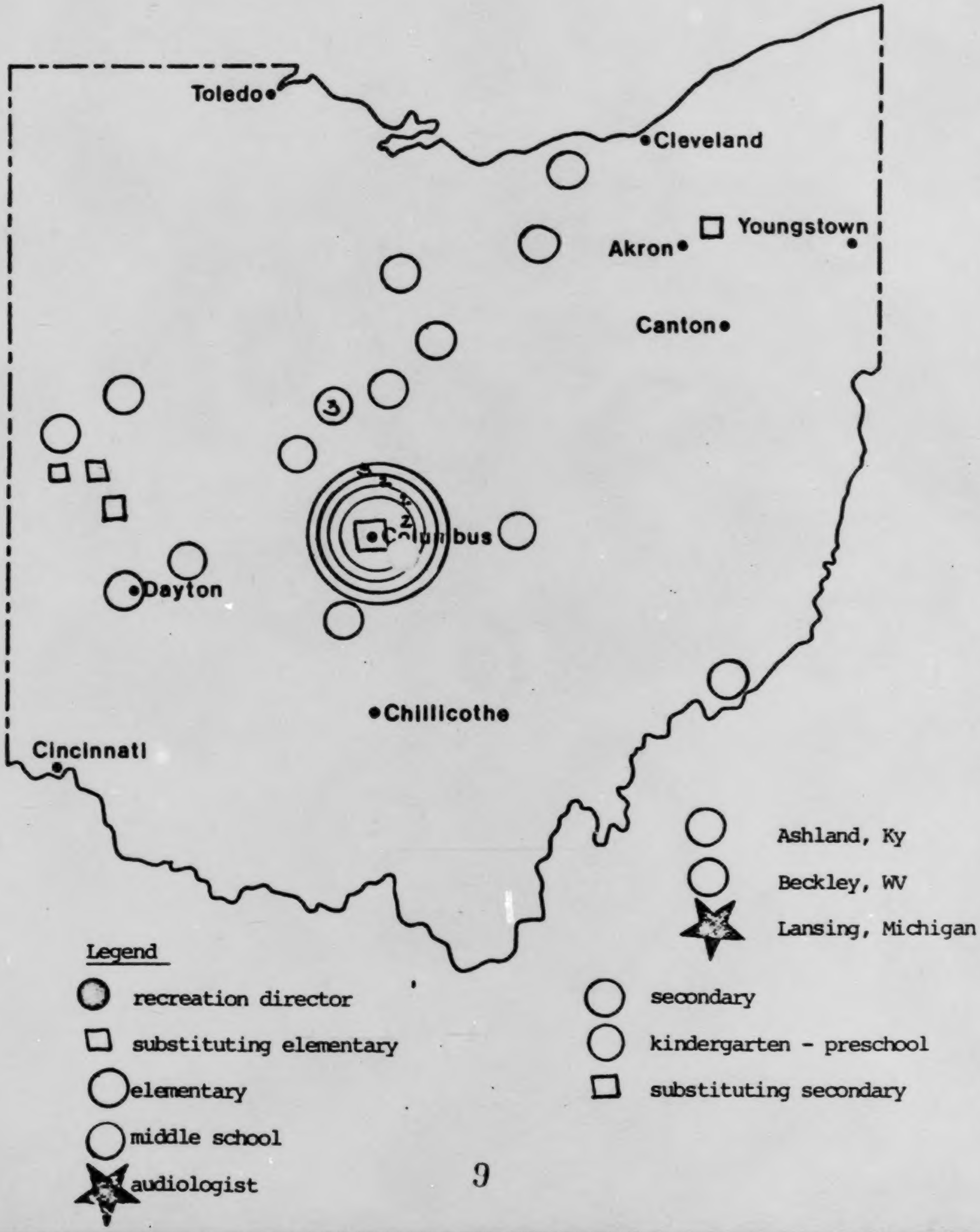

Toledo
Cleveland
Youngstown
Akron
Canton
2
2
Denver
Huntington Beach, CAL
2
10
3
Columbus
Dayton
Chillicothe
Cincinnati
Bexley, WV
Fairmont, WV
Georgetown, DC
Deer Park, Md
Freeville, NY
Legend
relocated after college
returned to pre-OSU location

Figure 2

Current Teaching Position of Teachers in the Sample


Toledo
Cleveland
Youngstown
Akron
Canton
3
Columbus
Dayton
Chillicothe
Cincinnati
Ashland, Ky
Beckley, WV
Lansing, Michigan
Legend
recreation director
substituting elementary
elementary
middle school
audiologist
secondary
kindergarten - preschool
substituting secondary

In Step 1, letters, human subject committee consent forms, and the questionnaire, reproduced in Appendix A, were mailed to each graduate on the list. By January, 1979 this resulted in returns from 24 persons, change of address forms for 10 persons, no responses from 40 persons, and "Not deliverable: addressee unknown" returns for the remaining 43 persons.

In Step 2, a search was begun to locate the 43 persons for whom no addresses were known. These were thought to be graduates who had either a) left the university with a temporary Columbus, Ohio address, b) moved from a previous permanent address more than once in the years 1976-79, c) changed name due to marriage d) left a change of address but whose post office had not responded.

To track down each of these persons, a second set of letters were mailed in February, 1979 asking only that the graduate respond with current mailing address, occupation, and telephone information. From this mailing, 25 replies and ten address corrections were received from post offices around the country.

In February the location of 48 persons were still unknown. To contact these persons, Step 3 was instituted. Archival information on each graduate retrieved, showing parents' phone number, high school attended, program area, etc. Phone calls were then made to the most promising phone numbers available. At the same time, responses to the previous two mailings kept trickling in. By the end of March, 82 persons had been contacted, leaving 35 graduates unaccounted for.

In Step 4, telephone interviews with 40 of the 85 persons were conducted. This interview is reproduced in Appendix C. Site visits were also made to 10 graduates who were teaching in the Columbus area.

In summary, three categories of data are available for 85 of the 117 1975/76 graduates. For each of these persons there is either a 66-item self-report questionnaire, a 14-item telephone interview, or a site visitation packet. (See Appendix A). The 66-item questionnaire focused on career information; the short questionnaire on current location and occupation and teaching changes in teaching during the past three years; the site visitation packet on global characteristics of the graduate's personality, social situation, and work environment.

Findings

This section will combine and report results for the three sets of instruments: mail questionnaire, telephone interview, and site visit packet.

Demographic Information

A total of 19 different kinds of demographic information were gathered on the 66-item questionnaire. The items will be reported in this order:

All respondants answered questions concerning these matters:

Occupation
Sex
Socio-economic background
Age
Religion

Father's occupation at the beginning of college
Married status
Number of children
Community born in
Community raised in
Type of high school
Additional college work done since graduation
Degree attending, if taking courses

Only those graduates presently teaching answered questions dealing with these matters:

Present grade level teaching
Number of children in class
Percentage of time working alone
General kind of setting (self-contained, traditional, open, etc.)

Table 1 gives the distribution of jobs for those persons contacted. Of the 77 persons who reported current work status, 54 (70%) are teaching, 21 (27%) are working in non-education related positions, of the remainder two (3%) are unemployed, five persons (7%) did not report current occupation, three (2.5%) refused to participate, and 32 persons (27.3%) could not be located. For those in teaching positions, the percentages of teaching graduates to program areas are:

Elementary:	31 (57%)
Secondary:	5 (9%)
Distributive Education:	1 (2%)
Physical Education: (Elemn. & Second.)	5 (9%)
Exceptional Children:	3 (5%)
Health Education:	1 (2%)
Industrial Technology:	1 (2%)

Table 1

Current Occupations

Teaching (64%)

preschool teacher	1
kindergarten teacher	4
elementary teacher	18
middle school teacher	4
secondary teacher	5
vocational teacher	1
substitute - elementary	3
substitute - secondary	3
hygienist teacher	3
LD tutor	4
PE teacher	3
recreation director	2
teaches mentally retarded	1
teaches mentally & physically handicapped	1
reading specialist	1
	54

Nonteaching (25%)

professional traveler	1
nothing	1
staff assistant at bank	1
graduate students	3
personnel aide	1
administrative secretary	2
manager trainee for finance company	1
assistant manager of boat co.	1
unit manager at hospital	1
building superintendent	1
audiologist	1
cosmetic consultant	1
computer programmer	1
sales representative	1
truck driver	1
speech therapist	1
waiter	1
construction worker	1
waitress & tutor	2

Unable to contact but not teaching in Ohio*= 32

Did not report occupation = 5 (8%)

Refused to participate = 3 (3%)

Unemployed = 2 (2%)

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*Determined not to be teaching through a cross-check of social security numbers with State Department of Education statistics.

The remainder of the demographic items will be tabulated in the following tables.

TABLE 2

SUMMARY OF DEMOGRAPHIC INFORMATION

Item	Number of Responses	Range, Distribution	Mean or (mode) if applicable
1. Sex	48	Female: 34 Male: 14	
2. Socio-ethnic background	48	Caucasian: 46 Hispanic: 1 Asian: 0 American: 1	
3. Age	48	24-57	25
4. Religion (number category, number active)	48	Protestant: 13, 7 Methodist: 10, 6 Catholic: 8, 4 Baptist: 4, 2 Christian: 3, 1 Presbyterian: 3, 1 Lutheran: 4, 1 Episcopalian: 1, 0 Jewish: 1, 0 none: 1, 0	
5. Father's occupation at time of entry to college	48	blue collar: 21 deceased: 2 farmer: 3 professional: 6 teacher: 5 white collar: 11	
6. Marital status (children) (pregnant)	48	male, married 8 (3) male, single 6 female, married 25 (6) (2) female, single 9	

TABLE 2 (cont'd)

SUMMARY OF DEMOGRAPHICS

Item	Number of Responses	Range, Distribution	Mean or (mode)
Community born (size) (state)	48	Village, Town: 17 (Ohio) City: 16 (Ohio) 5 (PA, Ill, Ark, WV, E. Germany) Cols or Cleveland: 10	(Towns in Ohio)
Community raised (size) (state)	48	Village, Town: 24 (Ohio) 1 (CA) City: 7 (Ohio) 1 (Ky) 1 (E. Germany) Cols or Cleveland: 12	(Villages or Towns in Ohio)
Type of HS	48	public: 42 public and private: 1 private: 1 parochial: 4	(public)
Positions seriously considered in college	63	engineering: 3 computer programmer: 4 business/management: 8 science: 2 self-employed: 8 (writer, photographer, craft shop, translator) arts (theatre, artist, musician) 7 professional 10 college teacher 2 service (airline stewardess, therapist) 10 military 1 none 3 teaching 5	(Professional or Service)

TABLE 2 (cont'd)

SUMMARY OF DEMOGRAPHICS

Item	Number of Responses	Range, Distribution	Mean or (Mode)
Influence of family, friends, teachers on the career choice	48	family: 10	(Teachers)
		family & friends: 3	
		friends: 4	
		friends & teachers 3	
		teachers 11	
		family & teachers 8	
		others 4	
		none 4	
		don't know 1	
College work since the BA	48	Yes: 21	(No)
		No: 27	
If yes to above, degree objective	26	MA 16	(MA)
		PhD 1	
		Special Ed Certificate 4	
		Other (MHA/public admin; JD) 5	
If taking a course now, where?	Yes: 10	OSU 3	(Not taking)
	No: 36	OSU,Marion 1	
		Ohio Northern 1	
		Cornell 1	
		CTI 1	
		UWV 1	
		Denver 1	
		Golden West College 1	

These following items, tabulated in Table 3, additionally summarize the responses of those persons who are currently teaching. There were 29 persons in this group.

TABLE 3

ADDITIONAL DEMOGRAPHIC RESPONSES
OF THOSE CURRENTLY TEACHING

Item	Number of Responses	Distribution		Mean or (Mode)
Grade level	29	preschool	1	
		kindergarten	4	
		k-3	1	
		1st grade	2	
		2nd grade	5	
		3rd grade	1	
		4th grade	1	
		5th & 5-6 grades	1	
		7th & 7-8 grades	2	
		8th grade	1	
		high school	6	
		all levels	1	
		k-5	1	
		tutors - gifted	1	
		tutors subj.	1	
Number of parents seen per month	27	1-2	5	(1-4)
		2-4	6	
		5-6	4	
		7-8	1	
		9-10	0	
		11-12	2	
		13-14	0	
		15-16	1	
		17-18	1	
		19-20	1	
		30	2	
		all parents	2	
		not applicable	2	

TABLE 3 (cont'd)

SUMMARY OF DEMOGRAPHICS

Item	Number of Responses	Range, Distribution		Mean or (Mode)
Number of students in class	27	1-10	2	(21-30)
		11-20	6	
		21-30	11	
		31-40	2	
		41-50	1	
		51-60	1	
		110-120	1	
		130-140	1	
		160-180	1	
		large variance	3	
Working with another adult	27	less than 50% of the time	21	(less than 50%)
		more than 50% of the time	4	
		never	2	
General kind of setting	27	self-contained classroom	19	(self-contained)
		primarily self-contained with hall or other space	2	
		open setting	3	
		other (gym, tutoring room)	3	

10. a. Where were you raised (where most years before age 16 were spent)?____________________________________

N=47

Ohio:
- Delphos
- Loraine 2
- Fredericktown
- Marion County
- Columbus 5
- Lima 4
- Sidney
- Shelby
- Marysville-Richwood
- Granville
- Wapokoneta
- Cleveland 2
- New Carlisle
- Zanesville
- Grove City
- Jackson
- Bradford
- Malamora
- Gomer
- Marion 2
- Lexington & Shelby
- Kenton
- Bloom Township
- Pandora
- Youngstown
- Madison Township
- Grandview Heights 2
- Toronto
- Ibena
- Hillsboro
- Cuyahoga Falls
- various towns

Other states:
- Rantail, Alabama
- Kinsburg, Calif
- Louisville, Ky

Other countries:
- Frankenburg/Eden, Germany

b. What type of community is this?

N=48

19 a. city
11 b. rural
17 c. small town
1 d. Other (specify)

11. Where did you receive your secondary schooling?

N=48

43 a. public school
0 b. private, coed
0 c. private, all male
1 d. private, all female
4 e. parochial
0 f. Other (specify)

12. How did you come to attend OSU?

N=65

- scholarship for OSU, Lima 1
- College of Architecture 1
- Sister, friends, or brothers went to OSU 1
- Teacher recommended 1
- Friends recommended 1
- Counselors recommended 1
- Convenience, close to home 22
- Came to Cols to marry 3
- Economics 10
- Friend/relative in Cols. 2
- State University 1
- Always wanted to 1
- Dental hygiene 1
- Well known Univ. 2
- Good education 2
- Good courses 1
- Variety of courses 1
- Worked there 1
- They paid fees 1
- Size 1
- No response 1

FINDINGS

The last section gave some demographic statistics on the 1975/76 graduates. No further item-by-item statistics will be given here. Instead, Appendix B will report tabulated results for each nondemographic item in the 66-item questionnaire, the telephone interview, and the site visit packet. This section will interpret the results in two ways. First, the findings from the nonteaching graduates in the sample will be interpreted. Then the findings from the teachers in the sample will be interpreted.

Nonteachers

The 23 persons in the sample who report not currently teaching contain those who tried teaching but left, those who chose another occupation immediately upon graduation and those who have not yet worked.

The nonteachers in this sample chose not to teach for a number of reasons. Many (45%) wished they could have found a job. One-fourth of the 23 respondents did go to at least one interview but were "shocked at the low salaries" and began looking for other work. The remainder of the 23 respondents gave more personal reasons for not teaching. One decided to become a "full-time wife". Another said, "I never had any intention of teaching, the program was just easy."

As Table 1 shows, these persons chose a diverse range of occupations, from audiologist to unit manager at a hospital. It appears, then, that a teaching degree can fulfill job entry requirements in a variety of occupations.

The majority of these nonteachers do not plan to try teaching; when asked, only 30% regret not having tried to teach, while 80% of the 23 nonteachers reported being happy in their present position.

There is evidence, if the high satisfaction in current nonteaching occupation (see case study of Joe) is any indication, that a BA in education allows a graduate to enter his/her field of choice. In this sense, then, the BA serves a certification function rather than a substantive function.

Nonteachers were asked point-blank, "Why are you not teaching now?" Four kinds of reasons were given. Most common was the response, "I was unable to relocate, so I couldn't find a job (5 of 13 persons). Three of the remaining response categories reflect the diverse personalities of those graduated in 1975/76, as well as their relatively young age. One graduate just "never got into teaching", and never ordered a certificate. Three others found during their senior year that they "just didn't like kids." One of these graduates discovered this during a painful student teaching experience (see the Follow-Up Project Technical Report 1-79: An Ethnographic Investigation of the Student Teaching Experience, May, 1979). One graduate reported he had a part-time job during college that turned into a full-time occupation.

One graduate who is blind discovered it would be too difficult to teach. This graduate did receive a degree in EMCE, and now has a full-time position outside of education.

Nonteachers were asked during an in-depth interview how their current position was chose. Most of the graduates (8 of 13) responded that they "fell into" their positions:

building superintendent,
construction worker,
sales representative,
assistant manager of a boat company,
graduate student,
administrator,
lawyer.

The other five persons are:

unemployed ("I haven't been able to find a job."),
computer programmer ("I couldn't handle 35 kids being blind, had some courses in computer programming"),
waiter ("not enough money in teaching"),
audiology (related to degree)
truck driver ("no money in teaching, didn't like children").

These persons represent a group who seem common in education: those graduates who take four years to discover that teaching is not for them. The remaining few do not group into neat categories and obviously can not be used to generalize to the entire graduating class.

Teachers

Satisfaction

Several questions in the questionnaires and interviews relate to the issue of satisfaction with the teacher training program as well as the graduate's current occupational choice.

A first example is general satisfaction in occupational choice. These were the responses of teaching and nonteaching graduates to the question "If you could start over again, what occupation would you choose?"

Teacher Responses (n=35)

		%
teaching	21	64
accounting	1	2.9
nursing	1	2.9
dental hygiene	2	5.7
secretary	2	5.7
journalist	1	2.9
home economist	1	2.9
medical technologist	3	8.5
don't know	1	2.9
engineering	2	5.7

Nonteaching Responses (N=12)

teaching	4	33
law	2	17
business	2	17
hospital administrator	1	9
librarian	1	9
electrician	1	9
don't know	1	9

It is clear from these responses that the teacher training experience has had a strong impact on both groups. Across groups most of the graduates would choose to teach if they had it to do all over again. These responses tell something about the positive feelings most of the graduates hold about the College of Education.

Another measure of satisfaction is intended future occupation. Each of the "teaching" respondents were asked, "Where would you like to be in 5, 10 and 25 years from now?" Most frequent response patterns were:

5 years	10 years	25 years
Pattern 1: Educational career intention (N=8)		
Examples:		
teaching elementary school	teaching elementary school	teaching college EMCE courses
teaching preschool	teaching kindergarten	director of a preschool
teaching high school	high school administrator	educational consultant
Pattern 2: Bureaucratic route (N=10)		
Examples:		
guidance counselor in a school	guidance counselor	retired
teaching jr. high	MA, teaching high school	retired
full-time teaching	reading specialist	retired
Pattern 3: Family career, return to teaching (N=4)		
Examples:		
home, raising family	teaching	retired
bearing/raising kids	teaching	teaching
houseperson	teaching	teaching
Pattern 4: Nonteaching career (for those anticipating a career change in the near future) (N=5)		
Examples:		
restaurant business	restaurant business	restaurant business
successful lawyer	successful lawyer	senior lawyer
MBA	MBA	MBA

Again, the clear sense of anticipated satisfaction teaching holds, especially in conjunction with a full personal life, is evident.

For those teaching now (28 responses), 23 (82%) reported being at least "more satisfied than dissatisfied with teaching as my occupation.", 3 people reported being equally satisfied and dissatisfied, while only two persons reported their feelings as "dissatisfied" or "extremely dissatisfied" with teaching.

These facts do not mean that 1975/76 teaching graduates had no dissatisfaction with day-to-day teaching. On the contrary, many responses to questions about dissatisfaction focused on issues such as "better discipline", "eradicating humanistic philosophies", "kids having more respect for adults", or "return to corporal punishment". The modal response reflected a concern emphasized many times by many teachers: "higher salary". Higher salaries seem to be an important issue to experienced teachers. It is ironic that of all variables, salary is least affected by the graduate's potential during teacher training.

The degree to which those teaching are meeting their anticipated goals, or failing to meet them, is another measure of satisfaction. Each teacher was asked "Of all the various goals you have in mind as a teacher, which one do you think you've made pretty good progress toward accomplishing this year?" and "which goal have you made the least progress toward reaching?"

For the first question, teachers projected their sense of satisfaction with their improved ability to help students. Personal goals ("to be calmer") and curriculum goals ("I found a reading readiness program I liked") occurred occasionally, but most frequent responses mentioned:

> "helping students move up academically" *
> "having better rapport with the students"
> "seeing how the kids can work on their own"
> "improving the students' self-concept"
> "helping every child"
> "devoting attention to individual needs" *

Closely linked with teachers' perceptions about goals they reached is the kind of children they teach, or would like to teach. When asked the question, "If you could choose your students in the coming year, which of the following kind would you select?", the most common response was (18 of 35) "a group of nice kids from average homes who are respecful and hard-working." Only a few chose, "a group of students whose needs are a challenge to the teacher", "a group of creative and intellectually demanding students calling for special effort", "a group of underprivileged children from difficult homes for whom school can be a major opportunity." None chose, "children of limited ability who need unusual patience and sympathy--sometimes they're called slow learners".

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*these were median response categories, 6 and 4 responses.

The above results reflect the concern third-year teachers in this sample showed for minimizing the difficult aspects of teaching. To these teachers, nice kids are rewarding to teach. Satisfaction can be easily measured when a teacher can see progress in his/her students every day. Likewise, these teachers are concerned with meeting the individual needs of students, but only in the sense that the students can be helped at all; when there is a possibility that effort expended by the teacher is measurable in achievement or attitude gains, student success can be used as a rewards source. The teachers in this sample like to feel needed and useful. Teaching kids who are not capable of learning, or who do not want to learn, was perceived difficult, exasperating, and not leading to a positive teacher self-image.

Rewards

The second major thematic area investigated by this study is rewards. After three years of teaching, what rewards do teachers perceive stemming from their chosen profession? The section that follows attempts to answer this question for the 28 graduates with teaching jobs who responded to the 66-item questionnaire.

These teachers generally ranked the possible rewards from teaching in this order: rewards received directly from life in the classroom; the opportunity to spend summers and holidays in personal pursuits; the opportunity to influence students; salary; professional prestige; administrative influence. Overwhelmingly, these teachers, at this point in their careers, felt that their place is in the classroom, not on the administration side of public education. The kind of students and socio-economic status of the school was rated to be the most crucial factor in accepting a new position. They insisted that if another job were offered to them salary would be a minor consideration. These teachers reported that most of the rewards stem from interaction with students they can reach. The reward of interacting and teaching students who want to learn and who are, as one teacher said, "well-brought up" more than makes up for the reward of higher salary, or special position due to meritious teaching. Likewise, these teachers feel that the students feel rewarded when the teacher takes a professional but individual interest in the students. These teachers did not believe that having a great deal of subject matter expertise, knowing of the latest curriculum materials, or being in with the administration was personally rewarding.

The concern over enhancing one's self-image is shown again in most important aspects of teaching. Of 35 responses, 23 persons responded with statements related to moral development. A typical response to the question, "Of the various things you do as a teacher, which aspect is most important?" was, "being a big influence in students' lives." Teachers generally believed that they have a moral responsibility to act in loco parentis; responses such as, "most important to me is my influence over students", or, "developing moral standards in my students" were variations of a strong moral socialization theme. Imbedded in these responses was the perception by the teachers that students needed moral and social guidance. As one teacher put it, "Someone's got to make these kids think about how they affect each other. . .".

Other concerns that emerged from the responses to the open-ended question about "most important thing you do" were discipline and teaching reading and math. But aside from these two responses, the theme of concern for the moral development of the teachers' students was the only other response to this question.

Values

Values and beliefs of these teachers were investigated in four major areas: beliefs about the role of education in general, attitudes toward instructional media, beliefs about the role of the teacher, feelings about the importance of teaching.

For the first area, responses were evenly divided among two rather conservative viewpoints. Half of the respondants (10 of 27) felt that "The schools are basically OK, but should get back to basics—fewer fancy ideas, stricter discipline in general." An additional 13 of 27 felt that the schools were OK, but needed to be professionalized and brought up to technological par with other institutions in the country. This latter group felt "the schools are basically OK, but they need newer and better techniques—more specialists, smaller classes, more applied technology (computers, behavior modification), higher salaries to reflect the professional role of teachers." The remaining four persons felt informal education should become the standard of education in this country.

The teachers were asked about two kinds of instructional media: technological items such as TV, computer-assisted instruction, or other audio-visual learning aides and other more "natural" supplementary materials. Overwhelmingly, teachers rejected the statement that these items were necessary for learning, and felt that they offered little promise for helping teachers to teach better from day to day. This response seems to contradict the previous response of those who seemed to feel the promise of technology. However, the first question referred to education in general, while the second question referred to each teacher's specific classroom. In other words, changes that may come about in education will, in these teachers' eyes, have to offer great promise before the routine established in these specific classrooms is modified to make way for the "improvements".

Teachers were asked, "Which do you consider most important to your teaching, warmth and closeness (toward the students) or getting work done?" Not surprisingly, both categories received responses, but the former predominated; while seven of 20 persons thought "work" was most important, 8 felt that "warmth and closeness" caused students to work effectively. It is interesting to note however, that when the graduates were asked about their most important goal in an open-ended manner, at least half of the sample mentioned work oriented items.

Finally, teachers were asked about leaving the classroom for administration. Of the 27 persons who responded to this question, 16 said they would "feel a real loss if I left the classroom for administration". Two persons were at the other extreme, expressing a desire to further the goals of the school by entering administration. The remainder of the persons (11) reported mixed emotions about going into administration.

Time Distribution

There are few data which shed light on how beginning teachers spend their time. There are, fortunately, several items in this set of information about three-year out graduates which carefully inform this issue.

One question asked of all teachers was, "Could you give me an approximate picture of how you distribute your time during an average school week?" These were the responses,*, in hours.

		average	range
1.	actual classroom teaching	26.36, 6.15**	12.5-40, 0-20
2.	direct preparation for class such as lesson planning, setting up equipment, etc.	5.32, 1.88	2.5-8.75, 0-8.75
3.	grading papers, etc.	3.87, 1.03	1-20, 0-8
4.	routine paper work (administrative)	.96, .63	14-3, 0-2.5
5.	seeing individual students	3.17, .58	.4-20, 0-2
6.	extra curricular & study halls, etc.	3.17, .05	.4-22.5, 0-1
7.	meetings of one kind or another	1.22, .63	.25-20, 0-3
8.	other (nap, crafts, playground duty, making materials, conferences, collecting ideas)	2.6, .18	.5-32.5, 0-15

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* Responses are divided between full-time teachers (40 hrs or more) an part-time teachers (10 hours or less).

** Underlined responses are from full-time teachers. Those which are not underlined are from part-time teachers.

The average full-time third year teacher puts in 41.69 hours per week in school and 7.96 hours out of school in teaching duties. Most of the time is spent teaching (28 hours), while substantial amounts are spent in planning and extracurricular/study hall assignments. These data effectively dispel the myth of teaching as the "easy life". The third-year graduates of OSU are currently working the equivalent of a 49.65 hour work week in their jobs. It should be noted that these are average figures; two graduates, both from physical education, report working 50-hour weeks and 20-hour weekends.

The responses indicate that these teachers spend long hours at their jobs. How would they use a gift of 10 additional hours per week? This question was asked, and 21 or 28 graduates said they would not use the time for personal errands or pleasure, but would invest the time in "preparation for classes or in-class teaching."

This response is congruent with previous responses about satisfaction and reward systems. These teachers have come to value the in-class experience, derive the major portion of their rewards from the give and take of classroom life, and feel frustrated when much of their time is frittered away on noninstructional duties and activities.

The time distribution reported by these third-year teachers is judged by them to be typical of other teachers with whom they work. Each of theses graduates was asked whether he/she works "harder, about the same, or less hard than other teachers in your school?". Twenty-five of the teachers responded "as hard or harder" than other teachers. (One of the chief purposes of the observations done on the sample of 10 teachers was to check the accuracy of this self-report statement. In our opinion, based on an average of two hours of observation, these statements about relative work loads are accurate. These teachers do work hard to provide a good instructional and life experience for their students.)

Again, the need to get away from teaching occasionally was reflected in responses to a question asking, "About what part of your life does teaching occupy?". The most frequent response was, "Teaching is a large part of my life but I like to get away from it occasionally. . .". No teacher responded, "Teaching is my whole life; I put it before everything else." Likewise, no teacher responded, "I spend as little time as possible in the job. . . I just go through the motions." These reponses highlight the selection process leading to only 35% of the graduates teaching. A previous section has suggested some selection processes that take place after graduation, but it is clear that the majority of those now teaching take the job seriously, truly care for the moral welfare of their students, and work hard at their occupation

Changes: Discipline

A final issue of interest which can be teased from the three kinds of information gathered on these graduates is changes that have occured from their first year to the present. These changes are most frequently reported in two areas:

The first area of change is discipline. There are marked changes in the way almost every teacher disciplined his/her class from the first year of teaching to now (1978/79). All responses will be shown here, with strategies used the first (or previous years) on the left, the same teacher's response for the current year on the right:

	Grade, Subj.	Previous Years Then	Now
1.	Sec. Distributive ed.	turned kids over to the principal	work with them one on one, but never do I put a kid down in front of peers. . .
2.	3-4	I tried different things every day	I have a "ticket" system that goes home to parents
3.	2	I was lenient and unsure, I often backed off. . .	since each child needs a different form, I work with each one - keep them in at recess for punishment
4.	Sec. French, Eng.	I sent kids to the principal	I have standards the kids must live up to, if a student doesn't I use singling out or peer pressure - isolation as a last resort
5.	Sec. Math	the school system determines the discipline - first problem is handled by teacher with verbal reprimand and detention; second occurrence by conference with assistant principal	
6.	2	I would deal with students as humanely as possible	I yell at them individually but try not to humiliate them - I reason with them
7.	2	corporal punishment is the school policy - I agree with that - kids are first warned then the principal spanks. In my class I usually yell.	
8.	5th	try to prevent problems - if there's a bad problem, match the punishment to the deed - if it continues call parents finally go to supervisor.	Same - this is district policy
9.	3rd	lay down strict rules - if they are broken I take away priveleges, or detention - finally I'll call the parents	Same
10.	2nd	keeping in from recess - paddling.	for good behavior the students get to see a movie on Friday - they get marks in a month, they miss a week of recess - paddling as a last resort

	Grade, Subj.	Previous Years Then	Now
11.	Learning Disabled	talk to children - explain why behavior is inappropriate - make the discipline the consequence of the action	same
12.	full-time substitute, elementary	talk to them about misbehavior	same
13.	1st	have child sit in a corner or stay in from recess - talk to them sternly	have a child spend time in a corner or sit out of a fun activity
14.	kindergarten	spanked	deny a privelege - take misbehaving child out of group
15.	2nd	talk to child to find out why they did something - take away priveleges - finally paddle	same
16.	5th	tried to reason things out - had principal paddle them	have child stay in at recess - call parents - paddle them
17.	kindergarten (not teaching now)	talk to them about misbehavior - put hand over their mouth if they're talking - have them stand in corner - spank	not applicable
18.	8th - Lang. Arts (first year)	give them extra work to do - talk to them about misbehavior - talk to their parents - paddle as a last resort - send them to principal	not applicable
19.	6th	talk to them and explain why I don't like their behavior	same
20.	5-6th	talk to them - take away priveleges - paddle them	same

	Grade, Subj.	Previous Years Then	Now
21.	8-13 year old mentally retarded	dealing with the severely mentally retarded, so no discipline problems	rewarding appropriate behaviors - aversive consequences for really negative behaviors
22.	elementary	ignore negative behaviors - reward positive ones	same
23.	full-time substitute, foreign language	talk to them about misbehavior - have misbehaving child write a composition	depends on situation and student, but generally talk to them or send them to detention
24.	Learning Disability Tutor	put nose on black board - humiliation - paddling	reprimand them with a look or a touch - tell them I'm not happy with what they're doing
25.	Sec. English (first year)	warnings - paddlings	not applicable
26.	1st	talk to child about problem - have them resolve it	same
27.	8-9 General Science	I was too strict	try to reason with them - be a strong authority figure I do not back down
28.	2nd	one on one ask them why they did something - take away priveleges after warning	same
29.	Learning Disabled 10-12th	talk to them - have them undo anything they've done wrong	same
30.	full-time substitute	let permanent teacher handle it	same

Several patterns emerge from these comparative comments. Some teachers seem to be "born discipliners." This type is represented by teacher 6, who has not changed methods since she began teaching, and who reports having few discipline problems.

These graduates are in the minority, however. A more common pattern is represented by teacher 3, whose disciplining techniques the first year reflected her inexperience, unsureness and poor timing when problems occurred. Teacher 3 now is much more selfconfident, and reports her timely, decisive techniques keep problems to a minimum. Teacher 3 also illustrates the frequent shift to a "one on one", case-by-case approach to discipline. Just as in instruction, the students are seen as individuals, each requiring a different technique. This shift from teacher-centered to child-centered concern for discipline is highlighted by the emphasis on socially humane discipline techniques. Teacher 3 and those she represents (teacher 4, 6, 23) no longer "put kids down in front of their peers", or use techniques which would damage student egos. Part of this change can be traced to experience. We are unable to determine for this second pattern whether the initial, eventually abandoned model was the result of discipline classes, student teaching, or some other learning experience or whether the model was developed as a daily reaction to the setting.

A third pattern is a contrasting one to Pattern #2, the teacher who, after starting on shaky ground, has established a system that works in that teacher's particular class. This third type of teacher is the one who is still struggling to keep order after three years. While location might well play a role in the continuing problem, teachers in this category do not blame the students or the school, but self-report the origin of the problem to be themselves. Teacher 16 is representative; this graduate reports, "backing down to the students" as a continuing problem after three years of teaching.

A fourth pattern of discipline is to rely on school-wide regulations. Teacher 5 and 7 fall into this category. Each teacher in this category report two internalized attitudes about discipline as a natural result of using a school-wide system. First, the connotation of positive discipline was missing from their reports; the sense of individual approaches was lacking. Each problem was serious, to be handled externally and uniformly. Secondly, each teacher made a comment to the effect, "this is the best for all of us." The sense came through that their supervisor not only wished to handle discipline, but also wished to convince teachers that the supervisor's way was absolutely correct and not to be challenged.

A fifth pattern, found only in the special education classes, was the reliance on behavior modification. No other set of teachers gave any scientific rationale at all for their approach, while every special education teacher did. Typical remarks for this minority scientific approach, "I try to reward appropriate behaviors, and provide aversive consequences for really negative behaviors. . ." (Teacher 21) were completely missing from the speech of regular classroom teachers.

It is a hunch that approaches to discipline, except for those who graduated from the Exceptional children program, were learned in the field. One fact causes us to make such a statement, and that fact is the widespread use of corporal punishment. It is clear that no program in the College of Education proposes spanking as an acceptable discipline technique; yet, within the context of a completely open-ended interview question, 10 of 27 graduates freely reported using corporal punishment. Freely reporting the use of corporal punishment seems equivalent to implying a) it is used throughout the school the graduate is in b) it is thought to be an effective discipline technique. And yet, spanking is not taught at OSU. This logic leads us to believe that discipline was learned by the teachers after they began their jobs, not before.

Changes: Most Significant Problem

Another area of change is problem areas, as perceived by the teachers. On the one hand, teachers reported that their first year was spent dealing with two problem areas: "learning the ropes", and dealing with discipline. On the other hand, teachers report that now (although discipline is often mentioned), using time effectively is the most significant problem. As was done with discipline changes, results from teachers will be presented here in a comparative format.

"Most significant problem, from first year to now"

Teachers	First Year	Now
1	I wasn't prepared at all for the school system; what to do and how to do it. . .	enough time to do what I want. . .
2	not being taught how to teach. . .	having too many kids to teach them all effectively

"Most significant problem, from first year to now" (cont'd)

Teacher	First Year	Now
3	discipline . . .	reading - children have so perceptual problems etc. can't sound out
4	discipline. . .	time to get everything done . . .
5	discipline . . .	keeping ahead of my students
6	knowing how to keep the kids busy . . .	not enough time to organize and keep records on where kids are and what they're doing. . .
7	applying the curriculum (knowing how to teach)	parents
8	discipline	keeping kids attention. . . (while teaching)
9	discipline	meeting the needs of all different kinds of children. . .
10	knowing each child is performing at optimum capacity	same
11	coping with students (discipline)	running out of time to teach all the things I want to . . .
12	evaluating students. . .	keeping control of the class. . .
13	discipline	discipline
14	hadn't been taught how to help students. . .	not enough time, too much to do other than teaching . . .
15	learning how to use teachers' guides. . .	dealing with parents
16	discipline	not being assertive enough in teaching situations
17	having time to teach after the planned activities were done with	pleasing the administration

"Most significant problem, from first year to now" (cont'd)

Teacher	First Year	Now
18	discpline is a constant battle	(this is her first year)
19	getting too involved. . .	same
20	enough time to get everything done. . .	enough time to provide individual attention to each child
21(MR)	lack of materials and space. . .	shorthanded
22	knowing how to get organized, how to get the kids organized. . .	knowing appropriate student goals. . .
23	discipline	motivation. . .
24	insecurity. . .	helping the kids realize how important the basics (RRR) are for life. . .
25	getting unmotivated students to try. . .	(this is her first year)
26	parents not understanding what I'm trying to do. . .	same. . .
27	time spent preparing dittos, coaching etc.	keeping self interested in field when other opportunities come along to make more money
28	not enough time	same
29	dealing with the small day-to-day problems in teaching. . .	same. . .
30	getting used to being a teacher and not a student. . .	getting kids to do homework. . .

The most relevant question confronted with these comparative data are: Were there common problems the first year of teaching? Are there patterns of persistent problems after three years of teaching? What relation do these two kinds of problems have to the teacher certification program here at the OSU College of Education?

In response to the first question, two areas seem to stand out. One is discipline. Discipline was the major problem for teachers 4, 5, 8, 9, 11, 13, 16, 18 and 23. These teachers run the gamut of small to large schools, rural to urban communities, primary to secondary classes. Since the 1980 state redesign standards for Ohio specify a class on discipline, it will be informative to see if, when the current crop of teacher graduates enter the field, discipline increases or decreases as a major concern during the first year of teaching.

The second area most frequently mentioned as a major problem area the first year was "learning the ropes". Teachers reported not knowing how to teach when confronted with their own class, how to use the materials and teachers' guides, and knowing how to motivate and keep students on task. Again, the new 1980 standards call for increased amounts of field and clinical experience during the undergraduate years; such experiences might help alleviate the induction to teaching problem.

As for the present, there are few clear patterns of major problems that cut across all teachers. Rather, there seem to be a variety of areas that give experienced teachers problems. One is the amount of wasted time during a school day, time that is not devoted to actual teaching. As one teacher put it, when discussing a room assignment chart:

> Last year I didn't do it like this. It would take me an hour on Monday and then again on Friday to get monitor assignments to them (the students). This year my new chart does it all in 10 minutes. . . but this is something that I can control. . . the meetings, tests, parents, records, assemblies. . . when all those are done there's no time left to teach. . . .

Insufficient time was mentioned by teachers 1, 4, 6, 11, 14, and 20. Interestingly, teacher 4 and 11 had named discipline as the major problem the first year, but now feel wasted time is the biggest problem. The other four teachers have been plagued by the lack of time throughout their career.

The change from teacher-centered concerns to child-centered concerns is again found when teachers state one of their biggest problems is finding ways to meet individual needs of children. Teacher 9 is a perfect example; while the first year her major problem was "discipline", she now is frustrated by being unable to service each of her many different clients.

Aside from these two areas, adequate teaching time and meeting individual needs, there are a wide range of other problems. They range from parents misunderstanding of the teacher's aims to having too many children in the class, to pleasing the administration.

In 22 of the 28 cases, teachers' perceptions of their most significant problem changed over the three-year period (two of the teachers are first year teachers). This poses a considerable dilemma for programs attempting to graduate successful teachers. We have seen that about 40% of all graduates end up not teaching; we have seen that of those who do get a job immediately upon graduation, about 85% are still teaching after three years. The question is, which segment of the graduating population is most important to programs? Should programs teach survival skills aimed at helping first-year teachers make it through year one? Or should programs recognize that most graduates who land jobs out of college will be teaching after three years, and concentrate on providing help with meeting the changing needs of third-year teachers? All that can be said here is that perceived problems do change between the first and third year, most frequently from discipline to time and client-serving concerns.

Conclusions

The body of this report has described those graduates for whom information was available. Several ways were used to lay out the results in an effort to typify both the teaching and non-teaching parts of the sample.

One major limitation remains the inability to account for every person in the randomly-drawn sample. In spite of repeated attempts to contact each person, some graduates evaded all attempts to make contact with them. The 85 graduates who were contacted do represent 73% of the sample, but there is still the small but distinct possibility that characteristics of the missing 32 persons could alter the findings, if they could be located.

Several facts lessen this possibility. Through a cross-checking procedure, it has been determined that none of these persons is currently teaching in public schools in Ohio. They may still be residing in the state, working in education-related occupations outside the public school system, working in non-education related occupations, or not be working at all. But because they are not teaching, at least each Ohio teacher in the sample is represented here.

It is our additional feeling that the trends established by the non-teaching graduates' responses we contacted allow us to have confidence in conclusions about those non-teaching graduates. Finally, not all graduates were contacted, but 73% of the sample is much better than the 35-40% expected from a conventional mailing technique. In summary we feel confident, but not conservatively confident, that these data generalize to the 75/76 graduate class.

What conclusions can be reached from these data? Five will be listed.

1. Career Trends

Upon graduation in 1976, 37% of the graduates obtained full-time teaching positions (full-time teaching does not include substituting). In September of 1978, this percentage of full-time teachers rose to 55% (for those persons we have longitudinal information on.) Several conclusions are linked to this trend toward more graduates entering education than leaving.

a. there is a stable percentage of graduates who never planned to teach at all. In our sample the percentage hovered around 30%. The conclusion that not every enrollee in the College of Education plans to teach is often lost sight of when employment statistics are generated. For the non-teaching graduates in our sample, sixty-nine percent were employed and satisfied with their non-teaching occupation.

b. For those graduates who want to teach, the conclusion is strong that the longer one continues to seek an education-related job, the better one's chances of obtaining a job. In our 10% sample, more graduates were entering teaching after 3 years than leaving teaching; the percentage of full-time teachers has jumped from 37% to 55% since 1976. Most of the increase comes from graduates who worked their way into a system by substituting. The ranks, then are being swollen by graduates who persistently cling to education as an occupation, rather than by non-teachers returning to the classroom.

In light of these conclusions, it will be interesting to watch the effect of redesign on the percentages of persons who select themselves into the College of Education, and those percentages of persons who upon graduation remain qualified to enter non-teaching occupations. We say this in light of the emphasis toward less liberal arts classes and increased teacher training classes due to the increased course load demanded by redesign (in the areas of discipline and the new sophomore Professional Introduction sequence). If approximately 60-70% of the graduates believe teaching is a viable career, that still leaves 30-40% who use the education major as a degree, rather than as a vehicle to a teaching profession. Since crossover from non-teaching to teaching is small it will be interesting to see if enrollment figures drop as the technical aspects of teaching are emphasized and the liberal arts curriculum is deemphasized. Other evidence to support this hypothesis would be a higher unemployment rate among graduates who decide not to teach but a slight increase in the percentages of persons who do choose teaching.

A recommendation is that individual programs recognize that every graduate may not be a person who wants to be in the classroom, or a person who is capable of teaching. Deciding that each person of the program who graduates should want to teach is different than deciding that each person that a program graduates should be able to fill a role in the broader job market.

2. Conservatism

This conclusion is that the graduates were generally raised in conservative environments and have maintained their conservatism to this date. Several demographic indicators suggest this conclusion. For the graduates for whom we have information, twenty-four of forty-eight were raised in villages or towns in Ohio and an additional twelve were raised in either Columbus or Cleveland. In addition, within this forty-eight, several more were raised in cities in Ohio. This brings the total to forty-four out of forty-eight persons who were brought up within the state. This fact does not directly imply a conservative plurality, but does at least indicate the homogeneous nature of the graduates. Another indicator is the number of persons who attended public versus other kinds of schools. Forty-one of the forty-eight persons attended public school, rather than other private or parochial institutions. The conservative trend continued into college. Now, results show this group of persons to be generally satisfied with their status and not looking to change the way things are around them. For example, twenty-seven of the forty-eight graduates have never taken an additional college course since receiving their bachelor's degree; within that group the majority of the persons teaching in Ohio are not taking any classes at all. The majority of the classes that are being taken are outside of the state in such places as Cornell, Denver, or Golden West College.

The graduates who are teaching showed their conservatism in a number of other ways. One of these ways is in their attitude toward the curriculum, physical arrangement, and relationships to the children and administration in the school in which they teach. These teachers overwhelmingly reject innovative strategies for curriculum or social changes within the school. When asked about the most important change that could take place in schools in an open-ended question, a significant percentage of teachers preferred changes that fall on the conservative end of the spectrum, rather than the innovative end. For example, one teacher who said that the most important change that could be brought about in public schools is "a return to corporal punishment"; another teacher indicated that the biggest change in public schools would be "keeping professors ideas out of public schools".

We are not concluding here that conservatism is good or bad. We are concluding that the graduates who are now teaching in the public schools of Ohio are conservative, wishing to see neither radical nor even slow change in the schools. On the whole they enjoy the status quo and have accustomed themselves to the way things are. This characteristic of the teachers is a feature that should be seriously considered when program plan curriculum and teaching strategies for future potential teachers in the state of Ohio. Programs must look upon these data as reflecting perhaps the peak of the trend toward the "back to the basics" movement in public education. However, not only would these teachers welcome a return to the basics but seemed to indicate that any other changes in the school systems, in their minds, are unwelcome. It seems contradictory that so many programs at OSU are designed to open the eyes of perspective teachers about possibilities in education for change, when these data indicate that the environment into which teachers are thrust is a much stronger influence than the attitudes taught at OSU, at least as far as beliefs and values about innovation in schools are concerned.

As was pointed out earlier, one of the most telling beliefs that teachers reported was the strong support of corporal punishment as an effective means of discipline. This item seems to indicate that at the same time OSU's College of Education is strongly denying the use of corporal punishment, its use is widespread throughout the state of Ohio. Ohio State graduates, who enter a system where corporal punishment is the practice, readily accept and continue its use. If the same impact were applied to other areas such as curriculum, room design, or interaction between teacher and student, it is our conclusion that the school environment the teachers work in is dominant in shaping their concern and beliefs. This is true in every area of the findings.

This conservatism, although manifested by the majority of teachers, is not so pervasive that no teachers escape its influence and "do their own thing". Isolated cases were found in which one or two teachers, especially those who have gone through the optional EPIC program were running open classrooms in relatively conservative districts. In no other case however, did there seem to be a reaction against the way things are or any dissatisfaction with the status quo. This strongly contradicts and poses a dilemma to the new redesign standards, which were legislated in reponse to a supposed lack of quality education in Ohio. All that can be said here is that three years later, the graduates at Ohio State seem to have accepted life in schools as they were before the graduates entered, and have wholeheartedly embraced the values that existed before their entrance.

3. This conclusion deals with the satisfaction of both teachers and nonteachers with their positions.

   a. Satisfaction with position. Speaking for nonteachers first, it is apparent from these data that if a person graduated from Ohio State in 1975 or 1976 and did not immediately enter the field of education, chances are that this person would never return to teaching. Satisfaction with nonteaching occupations among those who are not teaching at the present is high. While nonteachers do report that their undergraduate program at OSU generally helped them in their nonteaching occupation, it does not appear that they believe that education needs them and that they should forego other available or more lucrative positions.

   For those who are currently teaching, the lure of staying within education and the satisfaction with education seems to be generally high. As has been stated in Conclusion 1, the percentage of persons entering the education field increases each year. These persons come from those "part-timers" in the graduating class of '75/'76 who decided to stick with education rather than finding a non-education occupation.

   b. Satisfaction with OSU. Graduates of the Teacher Certification program who are currently teaching, in interviews, reported a general non-commital attitude toward the teaching training program at Ohio State. When asked specifically it was difficult for these persons to remember back to specific courses, although several, when asked if they wished to add anything to the interviews at the end, did mention to say hello to favorite professors that they had had. In general, however, it appears that after three years, specific lessons learned at school are forgotten, and the work world and its more immediate experience contributes to teacher decision making to a higher degree than teacher training.

There is no way of ascertaining how effective various programs represented in the sample from OSU were in preparing effective teachers. Except for one person who was openly hostile about the OSU program, those currently teaching seem to have separated their feelings about the general life experience at Ohio State, which they spoke positively of, with the training experience they received in their certification program, about which they typically spoke noncommitally. A comment that was heard by a number of teachers about the teacher certification program at OHio State was "I wasn't ready to deal with the school system until I had taught for a couple of years; nobody at Ohio State ever taught me how to teach." This report by teachers is not unexpected, especially since they have been away from Ohio State now for three years, and the influence of day-to-day teaching occupation is such a powerful one. But it is interesting that a number of teachers would mention the fact that they did not learn how to teach until they had actually procured jobs.

Several teachers did mention discipline specifically. These teachers agreed that discipline classes in their programs would have been beneficial, although they did not offer specific suggestions for how the classes should be taught so that whatever general techniques were discussed in class would be specifically applicable in any specific position.

c. Future satisfaction. Another conclusion under the satisfaction issue is that these teachers, after three years of teaching, are showing signs of becoming "burnt out". Many of the teachers expressed satisfaction with their positions but a general uneasiness that the economy was making their position economically untenable, and that the time off that used to be a reward was now being devoted to extra teaching jobs. These teachers generally showed an awareness of the possibility that they are being exploited by school systems. This was especially true with the people that were in physical education related activities, although many other teachers indicated that the days are over when the teachers will take on a large number of voluntary tasks for no pay. These teachers were aware of the fact that many less skilled occupations received more money than they did for fewer hours of work. And these teachers also expressed the feeling that at this point in their lives, when they had worked for three years and proven themselves to be effective teachers, that monitary remuneration should accompany requests for previously non-paid voluntary positions. In general these teachers also showed an awareness that no extra remuneration was forthcoming for teachers who "kissed up to" the administration by working long hours preparing creative lessons. Rather, textbook lessons, especially in the areas of reading, math and handwriting, are most valued by parents and administrators. These teachers are less likely to innovate in the curriculum; they would rather steer away from technical items such as TV or other learning aids in favor of basic traditional lecture and ditto methods in their teaching. This not only makes it easier to teach but also fits into the current belief about doing away with frills in education that these teachers expressed.

Programs need to consider these issues of satisfaction, rewards and values carefully, especially when planning for the balance between curriculum and theory versus practical skills and field experience. Again the new programs and courses offered by the 1980 standards would suggest that practical concerns, field based experience, and basic teacher strategies unrelated to innovation or creativity are most highly esteemed by teacher educators. If this is the case programs need to evaluate the degree to which they balance the teaching of curriculum and learning strategies with the degree to which they teach practically oriented, survival skills.

4. Changes. The conclusion that is impossible to miss is that third year teachers are still concerned with discipline. Another conclusion going along with this general one about the importance of discipline to practicing teachers is the degree to which teacher mellow and mature over a period of three years. That is, they are still concerned about discipline but use a more humane, personal approach when they can. While six discipline patterns have been outlined for teachers, it seems clear that behavioral approaches are widely ignored except for those areas in which they are reinforced by the peer group, i.e., special education. In all other cases teachers are influenced most strongly by the environment into which they are thrust, and derive a major part of the rewards from the effective disciplining of their students. Discipline here means not only immediate reactions to problem situations, but the whole action pattern

teachers engage in to morally steer students in the directions teachers think are righteous and correct. An entire section has been devoted to changes that have taken place in these teachers over three years in the area of discipline. It is recommended that program areas, in addition to relying upon core courses in discipline, also carry out a close examination of their beliefs and positions about discipline issues in light of the reality of public school life. It is clear that most teachers generally move from the position of imposing strict discipline rules haphazardly, so that survival is maintained, to a current position of using preventative measures which are humane and fair to the students. If programs value the latter position, it is recommended that they institute either field or classroom based training that moves potential teachers to the latter position as quickly as possible. Such ideas as internship programs and reliance upon the professional nature of teaching, with special emphasis on the committment of humane treatment of students, would probably help this cause.

5. Most significant problems. A major conclusion that must be reached if these data are carefully examined is that problems are endemic in the teaching profession. We are not speaking of major problems that cause critical disruptions in the year's schedule, but day-to-day problems that frustrate and exasperate teachers. It seems impossible to institute a teachers certification program that effectively deals with this salient problem. Perhaps the only recommendation that can be made to program areas is that they make every effort to acquaint students with the reality of school life and the

pervasiveness of problems that exist there so that potential students can decide for themselves whether or not they wish to put up with the frustrations of teaching.

Appendix A

Instrumentation

66-Item Questionnaire

The majority of the following questions require that you check the appropriate answer. Some questions require a very short answer. Please respond to each question in the appropriate manner. If you are not currently teaching, please answer only questions one through 25. If you are currently teaching, please answer questions one through 22 and 26 through 65.

1. Sex _____ a. male
_____ b. female

2. What is your social ethnic background?

_____ a. Black, non-hispanic
_____ b. Hispanic
_____ c. Asian-American
_____ d. American-Indian
_____ e. Caucasian
_____ f. Other (specify) ______________________________

3. Age ________

4. What religion were you brought up on? ____________________

5. Are you active in church (synagogue) affairs today?

_____ a. yes
_____ b. no

6. In what occupation was your father engaged at the time you began college? ______________________________

7. Are you now or have you been married?

_____ a. yes
_____ b. no

8. a. Are there any children?

_____ a. yes
_____ b. no

b. If yes, how many? __________

9. In what community were you born? ____________________________

10. a. Where were you raised (where most years before age 16 were spent)?
____

b. What type of community is this?
_____ a. city
_____ b. rural
_____ c. small town
_____ d. Other (specify)

11. Where did you receive your secondary schooling?

_____ a. public school
_____ b. private, coed
_____ c. private, all male
_____ d. private, all female
_____ e. parochial
_____ f. Other (specify)

12. How did you come to attend OSU?

13. Could you list quickly the positions (any kind other than summer jobs) that you have held since graduation from college?

School system or organization	Specific position (subject, grade level) or job title	Years there
1.		
2.		
3.		
4.		

14. What were the major attractions that education/teaching held for you at the point where you decided to enter it?

15. When was the first time you remember deciding you wanted to become a teacher?

16. What other occupations did you consider seriously as possibilities?

17. If you had it to do all over again, what occupation would you choose?

18. Where do you hope to be professionally in five years?

15 years?

25 years?

19. a. Have you done any work toward a degree since your bachelor's degree?

_____ a. yes
_____ b. no

b. If yes, what was that?

20. a. What degree are you striving for, if any?

_____ a. M.A.
_____ b. Ph.D.
_____ c. Specialist certificate
_____ d. Other (specify)

b. When do you hope to finish?_______________________

21. Are you taking courses at the present time?

_____ a. yes
_____ b. no

If yes, where are you taking courses?_________________________

If yes, what courses are you taking?__________________________

22. What persons do you think influenced you in your decision to enter teaching/education?

_____ a. family
_____ b. friends
_____ c. teachers
_____ d. Others (please specify)

Numbers 23, 24 and 25 are for those who are not currently teaching.

23. Why are you not teaching at the present time?

_____ a. chose to change professions
_____ b. no jobs available
_____ c. too small salary
_____ d. Other (please specify)

24. Do you regret that fact that you are not teaching now?

_____ a. yes
_____ b. no

25. Are you happy in your current position?

_____ a. yes
_____ b. no

The remainder of the questionnaire is to be answered only if you are currently teaching.

26. What grade level are you presently teaching?_____________________

27. How many children are in your class? ______________________________

28. Purely hypotehtically, let's say you have received a number of job offers at the same time. Which of these would interest you? Would you rank order them in the order of their attractiveness? (1st, 2nd, 3rd, etc.).

_____ a. students and other conditions
_____ b. salary
_____ c. professional prestige
_____ d. administrative influence
_____ e. special need
_____ f. professional freedom

Are there any factors not on this list you might consider in looking for a new job? Please specify.

29. What are your feelings toward your present position?

_____ a. I am extremely satisfied with teaching as my occupation.
_____ b. I am more satisfied than not with teaching as my occupation.
_____ c. I am equally satisfied and dissatisfied - I guess I'm in the middle.
_____ d. I am more dissatisfied than satisfied with teaching as my occupation.
_____ e. I am extremely dissatisfied with teaching as my occupation.

30. Can you think of any changes, of any kind, which might increase your satisfaction with teaching as an occupation?

31. Of the features grouped below, I think that the following is most important to me:

_____ a. The salary and respect received and the position of influence.
_____ b. The opportunities to study, plan, master classroom management, "reach" students, and associate with colleagues and children.
_____ c. The economic security, time, freedom from competition, appropriateness for persons like me.

32. Although few would call school teachers a "priveleged class," they do earn money, receive a certain level of respect from others, and are in a position to wield some influence. Of these three, from which do you derive the most satisfaction?

_____ a. The salary I earn in my profession.
_____ b. The respect I receive from others.
_____ c. The opportunity to wield some influence.
_____ d. I receive no satisfaction at all from these things.

33. Which of the following things do you like about teaching?

_____ a. The relative security of income and position.
_____ b. The time (especially summer) which can permit travel, family activities, etc.
_____ c. The opportunity it offers to earn a living without much rivalry and competition with other people.
_____ d. It's special appropriateness for persons like myself.
_____ e. None of these afford me satisfaction.

34. Teachers can enjoy a variety of things in their work. Which of the following is the most important source of satisfaction for you?

_____ a. The opportunity teaching gives me to study, read, and plan for classes.

_____ b. The chance it offers to develop mastery of discipline and classroom management.

35. As far as getting ideas and insights on my work is concerned, I find that the following is the most useful of all:

_____ a. In-service courses given by the school system.
_____ b. Informal conversations with colleagues and friends.
_____ c. Educational magazines and books.
_____ d. Courses I have taken in a college or university.
_____ e. Meetings I have attended in school.
_____ f. Meetings I have traveled to attend outside of school.
_____ g. My immediate superior.

36. Do you ordinarily work with the children

_____ a. With another adult (teacher, aide, volunteer)
_____ b. By yourself

37. Do you work with another adult?

_____ a. less than half time
_____ b. more than half time

38. Do you normally work with other children besides those in your class?

_____ a. yes
_____ b. no

If yes, please explain.

39. How would you label the general physical setting in which you teach?

_____ a. Self-contained classroom
_____ b. Primarily self-contained with considerable use of corridor or other shared space
_____ c. Open setting
_____ d. Other (please specify)

40. Which one of the following statements comes closest to representing your belief about schools?

a. The schools are basically OK. They should spend less money, be a little more strict and conventional, and not teach so many fancy ideas. They should get back to the basics. But on the whole they are doing a good job.

b. The schools are basically OK, but to do their work they need newer and better techniques and tools — new buildings, many more teachers and specialists, higher salaries, smaller classes, new ways of controlling children.

c. The schools would be OK if they just treated poor or nonwhite "loser" kids as well as they treat rich white "winner" kids, or if their curriculum were not so racist, or sexist, or capitalist, or trivial, or out of date.

d. The schools have basically good purposes, to make children informed, critical, intelligent, democratic, honest, and in other ways virtuous, but they will not be able to carry them out until they become very different kinds of places and treat children in very different ways (for example, let kids run the school, like at Summerhill in England).

e. The schools have basically bad purposes; they cannot be made good places for children, for teaching, learning, intelligence, or growth, until those purposes are taken away from them; and these purposes cannot be taken away by people working in schools, but only by the general public.

41. How do you feel about machines in classrooms, like teaching machines or TV? Do you think that they offer a great deal of promise, possibly some promise, or no promise at all?

_____ a. great
_____ b. some
_____ c. none

42. In your opinion, how valuable are the manufactured, semi-structured kinds of materials - things like Cuisenaire rods, puzzles or balance beams?

_____ a. Very useful
_____ b. Moderately useful
_____ c. Not useful

43. What about natural and environmental materials - sand, water, rocks, plants, tin cans, bottles, etc? How valuable do you think they are?

_____ a. Very valuable
_____ b. Moderately valuable
_____ c. Not valuable

44. Some teachers think they can assess how their teaching is going. Others feel that it is very difficult. What do you think?

_____ a. I belive that it is relatively easy to know when one is really teaching effectively.
_____ b. I believe that it is possible to know one's own effectiveness at times.
_____ c. I believe that it is relatively difficult to know when one is really teaching effectively.

45. How do good teachers, in your opinion, gauge the effectiveness of their teaching? Which of the following is the good teacher most likely to rely on as an indication? Good teachers rely most on?

_____ a. The reactions of other teachers who are familiar with their work and their students.
_____ b. The assessments made by the principal.
_____ c. The assessments made by a special "supervisor" or similar person.
_____ d. The results of objective examinations and various tests.
_____ e. The reactions of student's parents.
_____ f. The reactions of the students themselves.

46. What are your major interests and activities outside of teaching?

47. Could you give me an approximate picture of how you distribute your time during an average school week? First, how much time do you spend on the school premises? ______________________(How many hours?) How do you distribute school time between: (in hours or percent)

1. Actual classroom teaching ______________________
2. Direct preparation for class such as lesson planning, setting up equipment, etc. ______________________
3. Grading papers, etc. ______________________
4. Routine paper work (administrative) ______________________
5. Seeing individual students ______________________
6. Extracurricular and study halls, etc. ______________________

(cont'd)

7. Meetings of one kind or another ____________________________

8. Other (specify) ____________________________

Second, do you spend time on school work other than at school or at home - such as meetings of professional groups or at classes, for example? If yes, how many hours?

48. If you were to get a gift of ten more hours a week (with the provision that it be used for work), which of the following would you choose to spend that extra time on?

_____ a. Curriculum committee
_____ b. Preparation for class
_____ c. Public relations
_____ d. In-class teaching
_____ e. School operations
_____ f. Parent conferences
_____ g. Counseling

49. How much time, including weekends, do you spend working at home in the average week?____

50. How does your position compare with that of other teachers in the amount of work it calls for? Would you say that you

_____ a. work harder
_____ b. about the same
_____ c. a little less than most teachers in the school

51. About what part of your life does "teaching" occupy?

_____ a. Teaching is my whole life; I put it before everything else.
_____ b. Teaching is a large part of my life but I like to get away from it occasionally (like during vacations).
_____ c. Teaching is important to me but in no way comes before other interests.
_____ d. Its just a job.
_____ e. I spend as little time as possible thinking about teaching as I can. I just go through the motions at school.

(Answers strictly confidential. Please be honest).

52. If you could choose your students in the coming year, which of the following would you select? Which would be your 2nd choice?

_____ a. A group of students whose needs are a challenge to the teacher.
_____ b. A group of nice kids from average homes who are respectful and hard-working.
_____ c. A group of creative and intellectually demanding students calling for special effort.
_____ d. A group of underprivileged children from difficult homes for whom school can be a major opportunity.
_____ e. Children of limited ability who need unusual patience and sympathy - sometimes they're called slow learners.

53. Of the various things you do as a teacher, which do you consider to be the most important?

54. To what extent are you free to do the above more-or-less as you think best?

_____ a. very free
_____ b. moderately free
_____ c. not free at all

55. a. What part of the day do you consider the best for really getting something across to the students?

b. Do you tend to schedule any particular subject or activity at that time?

_____ a. yes
_____ b. no

If yes, please specify.______________________________________

56. a. How would you feel about teaching subjects other than your present one?

b. Are there others you would like to teach? (Specify)

57. Some say that our schools emphasize the traditions of our way of life and that they should change very slowly. Others say that our society is changing very rapidly and that our schools should adjust to these changes and innovate constantly. Which of these two positions comes closer to expressing your view?

_____ a. Schools should change slowly.
_____ b. Schools should change constantly.

58. If you had the opportunity to bring about change in our public schools, what single change would you most like to see brought about?

59. Some teachers seem to emphasize the importance of warmth and closeness to students while others seem to stress the importance of the teacher's getting students to work effectively. Which of the two (I imagine they're both important) do you consider more important?

_____ a. warmth and closeness
_____ b. getting work done

60. Some teachers think it would be a genuine loss for them to leave the classroom to enter administrative work in schools. Other teachers feel that it would be a gain in that it would broaden the part they play in instruction. Which of the following comes the closest to expressing your feeling on the matter?

_____ a. I would feel real loss if I left the classroom for administration.
_____ b. I would feel some loss if I left the classroom.
_____ c. I would have mixed feelings if I left the classroom.
_____ d. I would feel some gain if I left the classroom.
_____ e. I would feel real gain if I left the classroom for administration.

61. a. How many parents, on the average, did you see in the course of a month last year?______________________________

b. What were the occasions on which you saw parents?______________
____

_____ a. parent conferences
_____ b. open houses
_____ c. Other (please specify)

62. Are you a member or at all active in professional organizations and other activities connected with teaching? (List memberships and indications of more than membership status).

63. Some people think that a school should be operated like a well-run business or government agency where everyone's responsibility is clearly stated and the lines of authority are sharp and clear. Others think that schools should be organized loosely and that relationships among members of the staff should tend toward equality rather than differences in authority. Which of these two views comes closer to being yours?

_____ a. Stated responsibility and clear authority
_____ b. Looser organization tending to equality.

64. What do you consider to be the major responsibilities of the school principal toward you?

65. What do you consider to be your major responsibilities to the school principal?

66. Thank you. Is there anything else you would like to add before completing this questionnaire?

If your name or address is incorrect as shown on this label, please make the necessary changes.

What is your phone number?

Telephone Interview #1
for teachers

Recontact Interviews

1. In what ways is teaching different from what you expected when you made the decision to go into the field? (How is it better? How is it worse?)

2. Of the teachers you had yourself at one time or another, which do you consider were outstanding? Can you describe one of them to me? (probe for outcomes, after general)

3. I know it's not easy to state clearly, but would you try to explain to me what you try most to achieve as a teacher? What are you really trying to do most of all? (full probling)

4. What kind of reputations would you most like to have with the classes and students you deal with.

6. My greatest teaching problem is. . . .
If asked my first year I would have said . . . .

7. How did you discipline children your 1st year? now?

8. How do you arrange classes now? 1st year?

9. What curr. exps. do you emphasize now? 1st year?

10. How do you feel you should respond to a child showing you good work? 1st year?

11. What kinds of responsibilities do children have to learn to assume in your classroom?

12. Of all the various goals you have in mind as a teacher, which one (or ones) do you think you've made pretty good progress toward accomplishing this year? (probe for what clues led the teacher to believe that progress has been made?

13. With what goal or goals do you feel least satisfied -- least sure that you have accomplished much progress? (probe for what clues led the teacher to question whether much progress has been made?)

Telephone Interview #2

NON-TEACHING INTERVIEW

1. Why are you not teaching now?

2. Why did you choose your current occupation?

3. What kinds of responsibilities do you have in your job?

4. Did you learn anything in your teacher education program that helps you in your job?

5. Do you ever want to teach (again)?

6. When you were in school, where did you live?

7. Were you involved in extracurricular activities in college? (athletics, clubs, etc.)

8. Were you involved with the faculty of your major area? How? (officially, socially, go to office hours, challenged professor's ideas in class, etc.)

Short Form Mail Questionnaire

OSU

The Ohio State University

Office of the Dean
College of Education
1945 North High Street
Columbus, Ohio 43210
Phone 614 422-5790

Dear Colleague:

Your input is very important to us in doing the Follow-Up study for the College of Education at The Ohio State University. We have been unable to get in touch with you. Because each person's feedback is so important, could you please take a few minutes to repond to the following three questions and return this sheet in the enclosed envelope.

1. Is your name and address correct on this label?
   Please make any necessary changes.

2. What is your phone number?

3. What is your current occupation?

Thank you for your cooperation.

Warmest Regards,

Gary deVoss, Director
Follow-Up Project

GD/sr

Appendix B

Item by Item Response
to the Sixty-Six Item Questionnaire

The majority of the following questions require that you check the appropriate answer. Some questions require a very short answer. Please respond to each question in the appropriate manner. If you are not currently teaching, please answer only questions one through 25. If you are currently teaching, please answer questions one through 22 and 26 through 65.

1. Sex
N=48

14 a. male

34 b. female

2. What is your social ethnic background?
N=48

0 a. Black, non-hispanic
1 b. Hispanic
1 c. Asian-American
0 d. American-Indian
46 e. Caucasian
0 f. Other (specify) ____________

3. Age $\bar{x}=25$ range 23-57
N=48

4. What religion were you brought up on? ____________
N=48

Catholic	9	Baptist	4	Lutheran	4
Methodist	10	Christian	3	no response	1
Protestant	13	Presbyterian	2		
Episcopalian	1	Jewish	1		

5. Are you active in church (synagogue) affairs today?
N=48

22 a. yes
26 b. no

6. In what occupation was your father engaged at the time you began college? ____________

deceased	2	computer programmer	1
coach/teacher	2	owned own business	2
computer	1	professor	1
factory supervisor	3	salesman	2
vice-president	1	dentist	1
parts manager	1	manager/supervisor	1
factory worker	4	optician	1
electrical eng.	1	mold maker	1
truck driver	1	government worker	3

lithographer	1	hospital administrator	1
chemist	1	electrician	2
farmer	3	machinist	1
custodian	1	minister	1
lab technician	1	teacher	1
design engineer	1	telegrapher	1
house painter	1	retired	1
florist	1	dermotologist	1
utility worker	2	mechanic	1
landscaper	1	mechanical engineer	1

7. Are you now or have you been married?
N=48

33 a. yes
15 b. no

8. a. Are there any children?
N=48

9 a. yes
37 b. no
2 c. expecting

b. If yes, how many? $\bar{x}=1.5$ range 1-3

9. In what community were you born?______________________________
N=45

Ohio:
Marion 3
Lima 5
Columbus 5
Delphos
Loraine 2
Mt. Vernon
Marion County
Sidney
Marysville-Richwood
Wapokoneta
Bay Village
New Carlisle
Zanesville
Grove City
Bradford
Melamora
Mansfield
Kenton
Bloom Township
Bluffton
Youngstown
Dayton
Grandview Heights
Toronto
Newark
Wilmington

Other states:
Carnegie, Pa.
Tucson, Arizona
Searcy, Arkansas
Champaign, Ill.
Huntington, Ind
Louisville Ky.

Other countries:
Mexico City, Mexico
Frankenburg/Eden, Germany

10. a. Where were you raised (where most years before age 16 were spent)?____
N=47

Ohio:

Delphos
Lorain 2
Fredericktown
Marion County
Columbus 5
Lima 4
Sidney
Shelby
Marysville-Richwood
Granville
Wapokoneta

Cleveland 2
New Carlisle
Zanesville
Grove City
Jackson
Bradford
Metamora
Gomer
Marion 2
Lexington & Shelby
Kenton

Bloom Township
Pandora
Youngstown
Madison Township
Grandview Heights 2
Toronto
Ibena
Hillsboro
Cuyahoga Falls
various towns

Other states:
Rantail, Alabama
Kingsburg, Calif
Louisville, Ky

Other countries:
Frankenburg/Eden, Germany

b. What type of community is this?
N=45

19 a. city
11 b. rural
17 c. small town
___ d. Other (specify)

11. Where did you receive your secondary schooling?
N=48

43 a. public school
0 b. private, coed
0 c. private, all male
1 d. private, all female
4 e. parochial
0 f. Other (specify)

12. How did you come to attend OSU?

scholarship for OSU, Lima 1
College of Architecture 1
Sister, friends, brothers went to OSU 9
Teacher recommended 1
Friends recommended 1
Counselors recommended
Close to home, convenience 22
Came to Cols. to marry 3
They pd. fees 1
Size 1

Economics 10
Friend/relative in Cols. 2
State Univ. 1
Always wanted to 1
Dental hygiene 1
Well known Univ 2
Good Education 2
Variety of courses 1
Good courses 1
Worked there 1
No reponse 2

14. What were the major attractions that education/teaching held for you at the point where you decided to enter it?

Opportunity to travel 1
Enjoy school 1
Contribute to society 1
Flexibility 1
Variety 1
Coaching football 1
No response 1
Capable of it 1
In armed forces 1
Not applicable 2

Income 1
To go into recreation 1
Working independence 2
Summer off 9
Working w/ young people 24
Working with subj I like 4
Variety of reasons 1
Athletics 1
Helping people learn 4
Working with other people 3

Prestige 2
Enjoy school work 1
Stable career 1
Challenge 4
Interested in telling others about preventativ health measurers 1
Family influence 1
Interesting 1
Supervisory work 1
Good career for woman 1

15. When was the first time you remember deciding you wanted to become a teacher?
N=48

As a young child 3
Elementary School 8
Junior high 6

High school 14
College 15
Don't know 1
When 39 year old 1

16. What other occupations did you consider seriously as possibilities?
N=52

Artist 1
Marine biologist 1
Park forest - management 1
English scholar 4
Nun in orphanage 1

Insurance 1
Police 1
Executive - trust dept. 1
Law 1

17. If you had it to do all over again, what occupation would you choose?

Physical therapist 1
Photographer 1
Secretary 1
Extension agent 1
Librarian 1
History 1
Art 1
Teach mentally retarded 1
Secondary Education 1
Theatre 1
Dentist 1
Journalism 3
Nursing 2

Military 1
Public relations 1
Restaurant business 1
Elementary Ed 1
Law 3
Medical technology 2
Research science 1
Medicine 1
Psychology 1
Sociology 1
English scholar 1
Accounting 1
Electrician 1

Marketing 1
Teaching 20
Engineer 1
Computer programmer 1
Education 3
Craft shop in home 1
Business 3
S. technical w/ job market 1
Hospital/health service adm 1
Home ec 1
Naturalist 1
Veterinary medicine 1
Dental hygiene 1

18. Where do you hope to be professionally in five years? 15 years, 25 years?

5 years	15 years	25 years
teaching	counseling high school/ college	helping others know how to counsel
MBA - working in business	not educ. - don't make long term goals	
k-3 teaching	specialize in audio-visual/or speech	teaching consultant in specialized field
teaching	teaching	teaching
administration	?	?
guidance counselor in school	personnel or business counseling	retired
teaching	MA in English	retired
principal	superintendant	superintendant
home, raising family	teaching	retire
teaching kindergarten	teaching pre-school	director of pre-school
reading specialist (adm. not principal)	no response	no response
teaching in dental hygiene school	same or publi health or high school counselor	same
teaching	teaching w/ advanced degree	teaching
MA-teaching high schl/ jr. high	same	retired
clinical audiologist	supervise audiologists	same
full-time job - not necessarily teaching	same	same
no response	adm. management	manager of personnel
bearing/rearing kids	teaching abroad	same
working for schl system/ firm	employed as accountant	retired
no response	branch manager	senior manager
substitute	substitute	teaching
no response	don't think that far ahead	
housewife	teaching	teaching
teaching	mother	teaching
restaurant business	same	same
full-time job	teaching certificate	tutor or retire
superintendent	personnel director	same
MA in administration	principal/lawyer	depends whether law or adm.
graduate studies	teaching Univ. level	writing book/private seminars collecting royalties

18. (cont'd)

5 years	15 years	25 years
successful lawyer as measured by good to mankind, not money		
no response	personnel mgr of large organization	executive officer in large organization or owner Exec Search & Recruiting organization
no response	employed in any school system	remedial teacher/librarian
professor	dean	dean
no response	teaching or business for self	no response
raising kids	published writer	?
head football coach	same	same
department head	assistant administrator	associate administor
substituting	same	?
teaching upper level	no response	no response
no response	no long range plans	same
teaching	teaching	teaching
teaching	maybe adminstrator but love teaching	
managerial position in publishing co	no response	no response
center manager UPS	district manager UPS	regional manager UPS
teacher	teaching with MA	teaching
?	?	?
teaching	teaching	special ed. related, not necessarily teaching
Masters	teaching at college level	no response

19. a. Have you done any work toward a degree since your bachelor's degree?
N=48

21 a. yes
27 b. no

b. If yes, what was that?

guidance
economic education
health & Phys ed.
graduate credit
Ed. adm.
Audiology
business finance
graduate educ.
reading
education
law
management
economic educ
kindergarten certification
MA in English
education courses

20. a. What degree are you striving for, if any?
N=27

16 a. M.A.
1 b. Ph.D.
5 c. Specialist certificate
5 d. Other (specify) (j.d., permanent certificate, associate degree)

b. When do you hope to finish? $\bar{x}$=1982

21. Are you taking courses at the present time?
N=48

10 a. yes
38 b. no

If yes, where are you taking courses?

Marion, OSU
Cornell Univ
Cols. Techn.
W.V. College of Graduate Studies
Denver Free Univ.
Golden West College
Ohio Northern Univ
OSU (3)

If yes, what courses are you taking?

Econ ed
Educ - evaluation of program management (banking, accounting finance)
LD course
fun courses
celestial navigation
Spanish
law
underwriter training (phys ed. allied medicine, CED)
reading for exams

22. What persons do you think influenced you in your decision to enter teaching/education?

10 a. family
4 b. friends
11 c. teachers
4 d. Others (please specify)
(myself, don't know, guidance counselor, job market)
1 e. family, friends & teachers
3 f. family & friends
8 g. family & teachers
3 h. friends * teachers
1 i. family, headstart experience
3 j. none

Numbers 23, 24 and 25 are for those who are not currently teaching.

23. Why are you not teaching at the present time?
N=20

3 a. chose to change professions
9 b. no jobs available
5 c. too small salary
3 d. Other (please specify) (no time because of being a mother, in school, never meant to teach HPER graduate)

24. Do you regret the fact that you are not teaching now?
N=20

7 a. yes
12 b. no
1 c. sometimes

25. Are you happy in your current position?
N=20

14 a. yes
6 b. no

The remainder of the questionnaire is to be answered only if you are currently teaching.

26. What grade level are you presently teaching?______________________
N=31

preschool	1	6th	1
kindergarden-3	1	7th	2
kindergarden	4	8th	1
1st	2	high school	6
2nd	5	all levels	1
3rd	2	k-5	1
4th	1	gifted	1
5th	1	tutor	1

27. How many children are in your class?____________________________

N=29

1-4
3-35
5-128
8
9-22
15
16 & 24
18
19
20
20-25
20-30
21
23
24
25
26
24 classes of 28
30
31
40
45
54
130-140
175

28. Purely hypothetically, let's say you have received a number of job offers at the same time. Which of these would interest you? Would you rank order them in the order of their attractiveness? (1st, 2nd, 3rd, etc.).
N=28

1 a. students and other conditions
2 b. salary
6 c. professional prestige
3 d. administrative influence
4 e. special need
5 f. professional freedom

Are there any factors not on this list you might consider in looking for a new job? Please specify.____________________________

solidity of school system 1
location 7
atmosphere and how teachers get along 1
teaching philosophies 1
school levy information 1
Christian school 2
Community support of school 1
freedom to teach my values 1

29. What are your feelings toward your present position?
N=28
15 a. I am extremely satisfied with teaching as my occupation.
8 b. I am more satisfied than not with teaching as my occupation.
3 c. I am equally satisfied and dissatisfied - I guess I'm in the middle.
1 d. I am more dissatisfied than satisfied with teaching as my occupation.
1 e. I am extremely dissatisfied with teaching as my occupation.

30. Can you think of any changes - of any kind - which might increase your satisfaction with teaching as an occupation?
N=44

better discipline 2
accepting corporal punishment 1
more freedom 2
more materials 1
fewer students or classes 2
fewer preparations 1
higher salary 10
less administration pressure 1
less apathetic students 1
administration change at school 1
better funding 1
none 5
kids being more respectful 1
this is my 1st year so too early to say 1
keep new trends thought up by profs out of schools 1
helper/aide for clerical work 1
location 1
less paperwork 1

30. (cont'd)

not grading papers 3
increased insurance 1
increased awareness of teaching 1
added skills 1
if humanistic philosophies were eradicated 1
pal coop 1
better retirement 1
better acceptance of teachers as profs 1

31. Of the features grouped below, I think that the following is most important to me:
N=27

3 a. The salary and respect received and the position of influence.
23 b. The opportunities to study, plan, master classroom management, "reach" students, and associate with colleagues and children.
1 c. The economic security, time, freedom from competition, appropriateness for persons like me.

32. Although few would call school teachers a "priveleged class," they do earn money, receive a certain level of respect from others, and are in a position to wield some influence. Of these three, from which do you derive the most satisfaction?
N=25

1 a. The salary I earn in my profession.
10 b. The respect I receive from others.
11 c. The opportunity to wield some influence.
3 d. I receive no satisfaction at all from these things.

33. Which of the following things do you like about teaching?

2 a. The relative security of income and position.
12 b. The time (especially summer) which can permit travel, family activities, etc.
3 c. The opportunity it offers to earn a living without much rivalry and competition with other people.
5 d. It's special appropriateness for persons like myself.
1 e. None of these afford me satisfaction.

34. Teachers can enjoy a variety of things in their work. Which of the following is the most important source of satisfaction for you?
N=24

10 a. The opportunity teaching gives me to study, read, and plan for classes,
12 b. The chance it affers to develop mastery of discipline and classroom management
1 c. The opportunity it offers of influencing students
1 d. Opportunity to see children learn.

35. As far as getting ideas and insights on my work is concerned, I find that the following is the most useful of all:
N=25

1 a. In-service courses given by the school system.
16 b. Informal conversations with colleagues and friends.
4 c. Educational magazines and books.
0 d. Courses I have taken in a college or university.
0 e. Meetings I have attended in school.
3 f. Meetings I have traveled to attend outside of school.
1 g. My immediate superior.

36. Do you ordinarily work with the children:
N=27

5 a. With another adult(teacher, aide, volunteer)
19 b. By yourself
2 c. both

37. Do you work with another adult?
N=28

21 a. less than half time
5 b. more than half time
2 c. never

38. Do you normally work with other children besides those in your class?
N=28

12 a. yes
16 b. no

If yes, please explain. (cheerleading -pep club, gifted kids, cross-age tutors)

39. How would you label the general physical setting in which you teach?
N=26

20 a. Self-contained classroom
3 b. Primarily self-contained with considerable use of corridor or other shared space
3 c. Open setting
0 d. Other (please specify)

40. Which one of the following statements comes closest to representing your belief about schools?
N=27

10 a. The schools are basically OK. They should spend less money, be a little more strict and conventional, and not teach so many fancy ideas. They should get back to the basics. But on the whole they are doing a good job.

40. (cont'd)

13 b. The schools are basically OK, but to do their work they need newer and better techniques and tools — new buildings, many more teachers and specialists, higher salaries, smaller classes, new ways of controlling children.

0 c. The schools would be OK if they just treated poor or non-white "loser" kids as well as they treat rich white "winner" kids, or if their curriculum were not so racist, or sexist, or capitalist, or trivial, or out of date.

4 d. The schools have basically good purposes, to make children informed, critical, intelligent, democratic, honest, and in other ways virtuous, but they will not be able to carry them out until they become very different kinds of places and treat children in very different ways (for example, let kids run the school, like at Summerhill in England).

0 e. The schools have basically bad purposes; they cannot be made good places for children, for teaching, learning, intelligence, or growth, until those purposes are taken away from them; and these purposes cannot be taken away by people working in schools, but only by the general public.

41. How do you feel about machines in classrooms, like teaching machines or TV? Do you think that they offer a great deal of promise, possibly some promise, or no promise at all?
N=27

8 a. great
18 b. little
1 c. none

42. In your opinion, how valuable are the manufactured, semi-structured kinds of materials - things like Culsenaire rods, puzzles or balance beams?
N=28

9 a. very useful
17 b. moderately useful
2 c. not useful

43. What about natural and environmental materials - sand, water, rocks, plans, tin cans, bottles etc? How valuable do you think they are?
N=27

15 a. very valuable
11 b. moderately valuable
2 c. not valuable

44. Some teachers think they can assess how their teaching is going. Others feel that it is very difficult. What do you think?
N=28

9 a. I believe that it is relatively easy to know when one is really teaching effectively.
15 b. I believe that it is possible to know one's own effectiveness at times.
4 c. I believe that it is relatively difficult to know when one is really teaching effectively.

45. How do good teachers, in your opinion, gauge the effectiveness of their teaching? Which of the following is the good teacher most likely to rely on as an indication? Good teachers rely most on:
N=27
2 a. The reactions of other teachers who are familiar with their work and their students.
0 b. The assessments made by the principal.
1 c. The assessments made by a special "supervisor" or similar person.
3 d. The results of objective examinations and various tests.
0 e. The reactions of student's parents.
21 f. The reactions of the students themselves.

46. What are your major activities outside of teaching?

gardening 1
biking 1
traveling 4
family 7
church 1
horses 1
farming 1
dancing 1
sports 13
writing 2
reading 10
research 1
no response 2
music 1
boating 1
skiing 2
camping 3
singing 2
running 1
movies 2
hobbies/crafts 10
hiking 1
exploring 1
coaching 1
being in shape 2
arts 1
raising dogs 1
counseling

47. Could you give me an approximate picture of how you distribute your time during an average school week? First, how much time do you spend on the school premises? (figures are averages, ranges)
________________________________(How many hours?) How do you distribute school time between: (in hours or percent)
part-time: 7 1/2
full-time: 41.69

		ft 28	pt 5	
1. Actual classroom teaching	20-32.5			0-7
2. Direct preparation for class such as lesson planning, setting up equipment, etc.	2.5-10	5	1	0-1
3. Grading papers, etc.	2-3	2 1/2	0	—
4. Routine paper work (administrative)	—	1/2	0	—
5. Seeing individual students	—	1/2	0	—
6. Extracurricular and study halls, etc.	1-7	3 1/2	1	0-1

47. (cont'd)

		ft	pt	
7. Meetings of one kind or another	—	1/2	1/4	—
8. Other (specify)	—	—	duty	—

Second,

Do you spend time on school work other than at school or at home - such as at meetings of professional groups or at classes, for example?

14 a. yes
11 b. no

48. If you were to get a gift of ten more hours a week which of the following would you choose to spend that extra time on?
N=21
1 a. Curriculum committee
11 b. Preparation for class
1 c. Public relations — classwork related: 21
4 d. In-class teaching
2 e. School operations
1 f. Parent conferences
4 g. Counseling
9 h. time off

49. How much time, including weekends, do you spend working at home in the average week? ______________________________

7.96
0-20 hrs.

50. How does your position compare with that of other teachers in the amount of work it calls for? Would you say that you:
N=27

13 a. work harder
14 b. about the same
1 c. a little less than most teachers in the school?

51. About what part of your life does "teaching" occupy?
N=28

0 a. Teaching is my whole life; I put it before everything else.
21 b. Teaching is a large part of my life but I like to get away from it occasionally (like during vacations).
6 c. Teaching is important to me but in no way comes before other interests.
1 d. Its just a job.
0 e. I spend as little time as possible thinking about teaching as I can. I just go through the motions at school.

(Answers strictly confidential. Please be honest).

52. If you could choose your students in the coming year, which of the following would you select? Which would be your 2nd choice.
N=46

1st	2nd		
9	3	a.	A group of students whose needs are a challenge to the teacher.
15	4	b.	A group of nice kids from average homes who are respectful and hard-working.
1	7	c.	A group of creative and intellectually demanding students calling for special effort.
3	4	d.	A group of underprivileged children from difficult homes for whom school can be a major opportunity.
0	0	e.	Children of limited ability who need unusual patience and sympathy - sometimes they're called slow learners.

53. Of the various things you do as a teacher, which do you consider to be the most important?
N= 36

no response 2
helping kids feel good about self 4
influence on students 1
giving kid attention 1
develop moral standards 1
talking to students 7
helping their situation 1
prepare students for career 1
teaching 3
make kids think how they affect others 1
helping students cope with life 1
spending time with students 1
helping students learn 1
patience, understanding 1
teaching reading & math 1
develop whole child 2
helping kids see teaching as fun 2
my own students 1
influencing students life 1
helping kids 1
being consistent in discipline 1
helping students solve problems 1

54. To what extent are you free to do the above more-or-less as you think best?
N=28

15 a. very free
12 b. moderately free
1 c. not free at all

55. a. What part of the day do you consider the best for really getting something across to the students?
N=25

18 a. AM
3 b. AM just before lunch
2 c. PM
2 d. anytime

55. (cont'd)

b. Do you tend to schedule any particular subject or activity at that time? N=26

19 a. yes
7 b. no

If yes, please specify.______________________________

discussion 1
lab 1
reading readiness 3
math, reading 6
reading 5
worksheets 1
Bible time 1
dental health 1

56. a. How would you feel about teaching subjects other than your present one?

won't or feel uncomfortable 4
I already do 3
maybe 5
yes or OK 13

57. Some say that our schools emphasize the traditions of our way of life and that they should change very slowly. Others say that our society is changing very rapidly and that our schools should adjust to these changes and innovate constantly. Which of these two positions comes closer to expressing your view?

11 a. Schools should change slowly.
16 b. Schools should change constantly.

58. If you had the opportunity to bring about change in our public schools, what single change would you most like to see brought about? N=32

more discipline 5
no response 2
have parents see students as teachers 1
smaller classes 2
financing 2
put in back-to-basics 1
more money 1
students have more say in school 1
better cooperation between school and community 1
discourage parents from early reading 1
better attention by parents, teachers and students 1
less emphasis on grades 1
consistent discipline policy 1
teaching students 1
more guidance in lower grade 1
moral education 1
teacher help administration make decisions 1
coop with home 1
keep out people who know nothing about education 1
more parent/community involvement 1
curriculum 1
higher expectations 1
more individualized teaching 1
strong academics 1
studies 1

59. Some teachers seem to emphasize the importance of warmth and closeness to students while others seem to stress the importance of the teacher's getting students to work effectively. Which of the two (I imagine they're both important) do you consider more important?
N=28

20 a. warmth and closeness
8 b. getting work done

60. Some teachers think it would be a genuine loss for them to leave the classroom to enter administrative work in schools. Other teachers fell that it would be a gain in that it would broaden the part they play in instruction. Which of the following comes the closest to expressing your feeling on the matter?
N=26

13 a. I would feel real loss if I left the classroom for administration.
4 b. I would feel some loss if I left the classroom.
7 c. I would have mixed feelings if I left the classroom.
0 d. I would feel some gain if I left the classroom.
2 e. I would feel real gain if I left the classroom for administration.

61. a. How many parents, on the average, did you see in the course of a month last year?________________________
N=23

# of parents	# of responses
2	4
3 to 4	5
4	1
5	3
6 to 7	2
12	2
16 to 18	2
20	1
30	1
all	1
I see them all once a year	1

b. What were the occasions on which you saw parents?________________
N=47

24 a. parent conferences
13 b. open houses
10 c. Other (please specify) (atheletic events 2, phone call 1, picking up kids 4, field trips 1, when parents work in the class 1, PTA 1.)

62. Are you a member or at all active in professional organizations and other activities connected with teaching? (list memberships and indications of more than membership status).
N=29
19 a. yes
10 b. no

LEA 3
OEA 13
NEA 10
OSU Edlums 1
LRA 3
UAEA 1
AAHPER 2
NUEA 1
SDEA 1
Pi Lambda Theta 1
local professional organization 2
staff development committee 1
bldg. representative 1
OMLTA 1
NCTM 1
CWEA 1
WVEA 1
BVTA 1
AEEA 1
PEA 2
COTA 1
PTA 1
CKPi 1

64. What do you consider to be the major responsibilities of the school principal toward you?
N=51
work with me and back me in all cases 9
make teaching situation pleasant 1
help me achieve my goals 1
provide advice and guidance 11
encouragement 2
handle paperwork 1
aid in service areas (speech, county health) 1
make administrative decisions 1
to lead 2
discipline 2
decision maker 3
keep rules & regulations specific 2
someone I can talk to 4
straighten me out when not right 1
use contacts in community to help my class 1
programs to involve students 1
not applicable 1
wide range of knowledge 1
devil's advocate 1
making duties clear 1
evaluating my teaching 2
oversee 1
keep me abreast of curriculum 1

65. What do you consider to be your major responsibilities to the school principal?
N=41

not applicable 1
frankness 1
cooperation 1
follow his procedures, rules 3
back him when needed 1
taking care of class 1
teaching students 6
to attain school goals 2
behave proficiently 1
suggest ways to improve school 1
keep students in line 4
loyalty 1
let him know what's going on in class 6
support him if doing good job 2
no response 1
to do my best 3
keeping admin. & staff in line 1
completing my duties 2
communicating ideas 2
follow procedures 1

Appendix C

Item by Item Responses of Teaching Graduates to the Telephone Interview

TABLE C1 - C12

With Current Teacher & Non-Teachers Responses to Telephone Interview, By Item

The following twelve tables give a content analysis of the telephone interviews conducted on 33 of the graduates who were contacted and also presently teaching.

TABLE 1

"In what ways is teaching different from what you expected when you made the decision to go into the field? (How is it better, how is it worse?)"

Response	N
It is better because. . .	
"It's less demanding than I expected it to be."	1
"Teaching is more fulfilling than I thought it would be."	1
"It's easier to work with parents than I thought it would be."	1
It is worse because. . .	
"It's much harder than I thought it would be because of the number of discipline problems I have to deal with."	6
"It's much harder to deal with the individual differences of students than I thought it would be."	1
"The students are much more involved with drugs, sex and alcohol than I expected."	2
"It is harder for me to get points across to the students than I thought it would be."	1
"There is more paperwork than I expected."	1
"It is more difficult to deal with parent complaints than I expected."	1
"I get less cooperation from parents and administrators than I expected."	1
"The children are less interested in learning than I thought they would be."	1
"Teaching takes more work and responsibility than I expected."	1
"I am teaching a different area or subject than I thought I would teach."	3
"There are less jobs available than I expected."	1
"Teaching requires more emotional involvement than I thought it would."	1
"Teaching is less exciting than I thought it would be."	1
It is not much different than I expected it to be.	6

TABLE 2

"Of the teachers you had yourself at one time or another, which do you consider were outstanding? Can you describe one of them to me?

Response	N
The teacher's personal characteristics:	
"The teacher was fair."	3
"The teacher was patient."	1
"S/he had a good sense of humor."	1
"S/he was open and outgoing."	5
"A student could joke with him/her."	1
"S/he was easy to talk to."	1
The teacher's professional characteristics:	
"S/he treated everyone equally and had no favorites."	2
"S/he was knowledgeable about the field s/he taught."	3
"S/he took time for students personally."	6
"S/he took the time to listen to you."	3
"S/he loved the subject s/he taught."	1
"S/he was serious about his/her work."	1
"S/he inspired students to learn."	1
"S/he invited me to her house."	1
"S/he was definite about the course expectations."	1
"S/he gave students a second chance."	1
"S/he was encouraging."	2
"S/he was creative."	1
"S/he made everyone feel successful in some areas."	1
"S/he created a family atmosphere in the classroom."	1
"S/he did a lot for the students."	1
"S/he cared about the students."	1
The teacher's instructional characteristics:	
"S/he made students learn."	3
"S/he made the subject interesting."	5
"S/he dealt with students on their own level."	2
"S/he made students like the subject."	1
"S/he could communicate well."	1
"S/he got a lot of work done."	1
"S/he never made students feel stupid."	1
"S/he was organized."	1
"S/he kept discipline in the room."	1
"S/he let students try things on their own."	1

TABLE 3

"I know it's not easy to state clearly, but would you try to explain to me what you try most to achieve as a teacher? What are you really trying to do most of all?

Response	N
Goals for students:	
"I want to teach students to be responsible for themselves."	1
"I want to teach students enough practical skills that they can get a job."	1
"I want to teach students to like the subject."	1
"I want students to see the practical applicatio of the subject."	1
"I want to help improve students' self-image."	5
"I want to help students to enjoy school."	3
"I want to make children confident."	1
"I want to teach children to read."	2
"I want to help children to be self-motivated."	1
"I want to teach the children to love each other."	1
"I want to teach students how to study."	1
"I want to make children learn."	1
"I want to help students to be their best."	1
Goals for teacher:	
"I try to be a better prescriber for all individual needs of students."	2
"I try to find out why students cannot understand what I teach."	1
"I try to treat students as individuals."	1
"I try to understand my students better."	1
"I try to challenge each child."	3
"I try to establish good rapport with my students."	1
"I try to teach students better."	3
"I try to keep control of my class."	1
"I try to reinforce appropriate behaviors."	1
"I try to be fair."	1
"I try to be dynamic."	1
"I try to communicate with students."	1

TABLE 4

"What kind of reputations would you most like to have with the classes and students you deal with?"

Responses	N
Personal aspects of reputation:	
"I want my students to remember me as being fair."	7
"I want my students to like me."	8
"I want my students to feel I had more impact on them than just the subject I taught."	1
"I want my students to feel they can come and talk to me."	4
"I want students to feel that I care."	5
"I want my students to feel they have fun with me."	1
"I want my students to feel I made them feel good."	1
Teaching aspects of reputation:	
"I want my students to respect me for making them learn."	3
"I want my students to feel they learned a lot from me."	4
"I want my students to feel I was firm with them."	3
"I want my students to respect me."	4
"I want my students to feel I was someone who made learning fun."	1
"I want my students to feel I always expected the most of them."	1
"I want my students to feel I was hard."	1
"I want my students to feel I was interesting."	1
"I want my students to feel I allowed them some freedom."	1

TABLE 5

"My greatest teaching problem is. . .?"

Response	N
Instruction related:	
"There are too many students in my class for me to be able to give enough time to each one."	1
"There isn't enough time for me to do the things I want to do."	5
"Discipline problems require too much of my time."	5
"Some of my students are as advanced as I am in my subject area."	1
"I have difficulty keeping adequate records on where students are academically."	1
"I have difficulty keeping students' attention."	2
"I have problems working with children of differing abilities at the same time."	2
"I have a problem knowing that each child is doing his/her best."	2
"It is difficult for me to be assertive and not back down."	1
"I need more volunteers in the classroom to do a good job of teaching."	1
"I have a hard time motivating students."	2
"It is difficult for me to help kids do their best."	2
"It is hard for me to get students to do their homework."	1
"I tend to get too involved with my students."	1
Parent & administration related:	
"I have a hard time dealing with parents."	2
"Parents don't understand what I'm trying to do."	1
"Pleasing the administration is difficult."	1

"My greatest problem last year was. . .?"

Response	N
Instruction related:	
"I had difficulty dealing with discipline problems."	7
"I had a hard time learning what to do and how to do it."	4
"I had difficulty planning to keep students busy."	5
"It was hard for me to be sure each student is performing their best."	1
"It was difficult for me to evaluate students."	1

TABLE 5 cont'd

Response	N
"It was hard for me to help students and deal with individual problems. "	2
"I had a hard time learning to read teacher guides."	1
"It was hard for me to be assertive enough."	1
"There was a lack of materials and space."	1
"I felt insecure about the new role."	1
Parents:	
"I had a hard time dealing with parents."	1

TABLE 6

"How do you discipline children now?"

Response	N
Physical punishments:	
"I give the students marks and points for their behavior and have their parents discipline them."	2
"I isolate the child."	1
"I make the child stay after school for detention."	3
"I send the student to the supervisor to be disciplined."	2
"I paddle the student."	8
"I try to match the appropriate punishment to each deed."	3
"I have the child sit in a corner."	2
"I make the student miss a fun activity."	7
"I deny the student a privelege."	4
"I remove the student from the group."	1
"I make the student stay in from recess."	1
"I put my hand over the child's mouth."	1
"I give the student extra work to do."	1
"I reward appropriate behaviors."	2
"I make the students undo the results of negative actions."	1
Verbal:	
"I work with the student on a one to one basis to decide what they should do about the situation."	2
"I single the student out in class for their peers to help conform to better behavior."	1
"I issue a verbal reprimand."	3
"I reason with the student."	12
"I yell at the student."	1
"I tell the student's parents about their behavior."	5
"I warn the student about their behavior."	1
Prevention:	
"I try to keep problems from occurring."	1

"How did you discipline children your first year?"

Response	N
Physical punishments:	
"I turned situations over to the supervisor to handle."	3
"I tended to punish students after the fact."	1
"I would paddle students."	8
"I tried to match the appropriate punishment to the child's deed."	3
"I would require the student to stay for detention."	1
"I would keep the student in from recess."	2
"I would have the student sit in the corner."	2
"I would deny the student a privelege."	3

TABLE 6 cont'd

Response	N
"I would put my hand over the student's mouth."	1
"I would give the student extra work to do."	1
"I required the student to write a composition."	1
"I had the student stand with their nose on the blackboard."	1
"I would require the student to undo the result of the negative action."	1
"I tended to back off from intervention because I was unsure of myself."	3
Verbal forms of discipline	
"I would tell the parents of their child's behavior."	4
"I gave the student a verbal reprimand."	1
"I would yell at the student."	1
"I would reason with the student."	10
"I had a stern talk with the student."	1
"I would help the student to make a decision about what to do about their behavior."	1
Prevention:	
"I layed down very strict rules."	2
"I tried to prevent problems from occurring."	1

TABLE 7

"How do you arrange classes now?"

Responses	N
Classrooms with individual desks:	
"I have the desks arranged in a rectangle facing my desk at the front of the room."	11
"I have the desks arranged in groups."	1
"I have the desks spread out around the room."	1
"I have the desks arranged in pairs."	1
"I have some desks arranged in groups and others isolated for the children with poor attention spans."	1
"I have a changing arrangement throughout the year."	2
Tables:	
"I have tables for the students to sit at learning centers arranged around the room."	4
"The children sit around a table with me at its center."	1
"The children sit at tables."	2
"Part of the students sit at tables and part in desks."	1
Other:	
"I have individual carrells for each student."	1
"The classroom is set up like a lab so the students can learn practical skills."	1

"How did you arrange classes your first year?"

Responses	N
Desks:	
"I had the desks arranged in rows facing my desk which was at the front of the room."	11
"I had the desks arranged in rows at the beginning of the year and then spread them out around the room."	2
"I had the desks arranged in clusters at the first of the year and then set them up in rows."	1
"I had the desks arranged in pairs."	1
"I move the desks around throughout the year."	2
Tables:	
"I have the students sit at tables and arranged learning centers around the room."	3
"The children sit at tables."	2
Other:	
"The students sit in chairs."	1
"This question is not applicable to my situation.'	7

TABLE 8

"What curriculum experiences do you emphasize now?"

Response	N
Secondary:	
"I teach high school math."	1
"I teach high school english."	2
"I teach French in high school."	1
"I teach science in high school."	2
Elementary & Special Education	
"I think that reading and math are stressed most in my class."	4
"Reading, math and English are the most important curriculum areas in my program."	2
"I emphasize reading the most in my program."	9
"Math is the curriculum area I stress most in my class."	6

TABLE 9

"How do you feel you should respond to a child showing you good work?"

Response	N
Physical reinforcements:	
"I give them good grades."	2
"I write them a note to let them know they did a good job."	1
"I have them teach slower children."	2
"I smile at them."	1
"I display their papers."	2
"I emphasize their improvement on report cards."	1
"I stamp 'super' on their hand."	1
"I write good on their paper."	2
"I give the child a hug."	1
"I put a happy face on their paper."	1
"I give them Burger King coupons."	1
Verbal reinforcements:	
"I give them verbal compliments."	8
"I praise them."	14
"I tell their parents."	2
"I make an announcement over the PA system."	1
"I sound excited and enthusiastic."	1
"I try to challenge them to do more good work."	1
"I try to sound positive about their work."	2
"I give them positive reinforcement."	2
"I try to encourage the students."	2

"How did you feel you should respond to a child showing you good work last year?"

Response	N
Physical reinforcements:	
"I would give them good grades."	1
"I would have the students teach each other."	1
"I gave student positive body contact."	1
"I would display the student's work."	3
"I would note the student's improvement on the report card."	1
"I would give something to a slower child."	1
"I would stamp 'super' on the student's hand."	1
"I would give the student an edible reward."	2
Verbal reinforcements:	
"I would give them verbal compliments."	6
"I would praise them."	11
"I would say something to them when I was returning their papers."	1

TABLE 9 cont'd

Response	N
"I would tell them they did a good job in an excited and enthusiastic manner."	4
"I would challenge the student to do more good work."	1
"I would tell the student's parents."	1
"I never knew what to say."	1
"I would encourage the student."	1

TABLE 10

"What kinds of responsibilities do children have to learn to assume in your classroom?"

Response	N
Content-oriented responsibilities:	
"I have students grade each other's papers."	2
"I want students to be able to budget their time."	1
"I require students to be able to get their work done on their own."	9
"I want students work to be done neatly."	1
"The children are responsible for their actions."	4
"The students need to learn to work with their supervisor."	1
"The students need to learn to accept criticism and praise."	1
"The children are responsible for learning certain concepts."	1
"I want the students to come to class prepared."	4
"The students need to be organized."	1
"The students have to write their assignments down."	1
"The students need to get their homework done."	3
"The students need to get their work in on time."	2
"The students need to learn to follow directions."	1
Social-emotional responsibilities:	
"Students need to get along with each other."	1
"I require the students to help other students."	4
"The students need to take care of meeting their own needs."	6
"The students must take care of the materials."	3
"The students need to use good manners."	1
"I require the students to work quietly."	1
"The students need to be obedient."	1
"The students need to be courteous."	1
"I require the students to behave in class."	1
Managerial responsibilities:	
"I have the students keep their desks neat."	4
"I have the students pass out papers."	1
"The students act as my messenger."	1
"I have the students clean the library."	1
"I require the students to follow the directions of the classroom."	2
"I have students clean-up and put things away."	4
"The students raise the flag in the classroom."	1
"The students are responsible for getting the milk."	1
"One student takes care of the sink."	1
"One student leads the line."	1
"The students are responsible for conducting the opening exercises."	1
"I have the students look after the home chores."	1
"The student must put their cup in the sink."	1

TABLE 11

"Of all the various goals you have in mind as a teacher, which one (or ones) do you think you've made pretty good progress toward accomplishing this year?"

Response	N
Personal, self-directed:	
"I have been successful in getting parents to work with their children at home."	1
"I have tried to be calmer this year and have been successful in doing so."	1
"I have become more organized this year."	2
"I have made an effort to research answers and to solve problems."	1
"I have been merely trying to survive."	1
"I have made better use of my time this year."	1
"I have learned better ways of handling situations that come up."	1
"I have had an easier time molding to substitute situations."	1
Curriculum-directed:	
"I have made strides in expanding my curriculum this year."	1
"I was able to find a reading readiness program that I find effective with the children."	2
Student-directed:	
"I have been successful in improving some students attitudes about stealing and cheating."	1
"I have been successful in getting better rapport with my students."	2
"I was able to keep the good students involved and interested.	1
"I have been able to get the children to learn reading readiness skills."	1
"I have improved my students math skills."	1
"I was able to get more students to work on their own."	1
"More of my students have moved up academically this year."	4
"I was more successful in attending to individual students' needs."	3
"I have improved the students' language skills."	1
"My students socialize with one another more this year."	1
"I was successful in diminishing students' self-abusive behavior."	1
"I have done a lot this year to improve children's self-concept."	2
"I feel that almost every child has learned something this year."	1
Discipline related:	
"I have had much less discipline problems this year than I have in the past."	2

TABLE 12

"With what goal or goals do you feel least satisfied — least sure that you have accomplished much progress?"

Response	N
Personal, self-directed:	
"I have a tendency to act rather than to react to situations."	1
"I have a difficult time writing good tests."	1
"My student evaluations are not as good as I wish they were."	1
"I have a hard time organizing for long-range goals."	2
"My record keeping on individual students is not as good as I wish it were."	1
"I cannot seem to deal well with the administration and the low salary I receive."	1
"I have been able to bring the slow reading group up a lot but not as much as I'd hoped."	1
"The materials in my room are not as organized as I would like them to be."	1
"I am not as successful as I would like to be in dealing with parents."	1
"I have not set up as many learning centers as I wanted to."	1
"I have not been as successful in motivating students as I wanted to be."	1
"I have not been able to organize the materials and program as well as I would like."	1
"I have not been very perceptive about students' needs."	1
"I haven't been able to draw on community resources this year."	1
"I have not been able to get a full-time job yet."	1
Curriculum-directed:	
"My science curriculum is not as strong as I would like it to be."	1
"I have a tendency to follow the teacher's guide too closely, rather than coming up with original ideas."	1
"My reading program is not of the highest quality."	1
Student-directed:	
"My students have poor attitudes about stealing and cheating."	1
"The students in my class do not get along together very well and there is not very much student interaction."	2
"The students have not developed their gross motor skills as much as I'd hoped they would."	1
"I am concerned because I have been unable to foster one student's development."	1
Discipline-oriented:	
"I have a difficult time maintaining discipline in my classroom."	4
"I have a hard time getting children to settle down in good weather."	1

Appendix D

Sample Verbatim Responses to Telephone and In-Person Interviews

Table D-1

1. "Why are you not teaching now?"

Responses	N
"My major did not lead to a teaching career since I majored in recreation."	3
"I couldn't find a teaching job."	4
"I am blind and feel unable to teach because of my handicap."	1
"I do not want to teach because of a bad student teaching experience I had."	1
"Because there were not jobs, I decided not to teach."	1
"I never even ordered my certification papers."	1
"I did not like teaching."	2
"I don't like children."	1
"I had a non-teaching job in college and was offered a full-time position when I graduated."	1

2. "Why did you chose your current occupation?"

Responses	N
"Because I enjoy sports, I elected to work in the recreation field."	1
"I had some background in computers, so I got a job as a programmer."	1
"There were alot of rewards available in my present job."	1
"The company I work for has a good training program."	1
"My uncle owned the company."	1
"I have lots of free time in my current job."	1
"I prefer this job to teaching."	1
"I earn alot of money."	1
"This job is a continuation of what I did when I was in school."	1
"I always thought that women became teachers or nurses. When teaching jobs were unavailable, I became an audiologist because that seemed to be a related field."	1
Not applicable because unemployed	1

3. "What kinds of responsibilities do you have in your job?"

Response	N
"I hire and fire personnel, seek funds, and basically run the department."	1
"I oversee mortgage terms and the tellers."	1
"I write computer programs for various departments."	1
"I am in school now."	1
"My job responsibilities include doing public relations work, dealing with correspondence, making policy, doing the payroll, and supervising rental of rooms."	1
"I am in charge of lending and collections."	1

Table D-1 #3 cont'd

"I supervise men."	1
"I handle funds."	1
"I move furniture."	1
"I wait on tables."	1
"I don't have many responsibilities."	1
"I take care of air conditioning and heating systems and building security and maintenance."	1
"I diagnose hearing disorders and counsel the hearing impaired."	1
Not applicable because unemployed	1

4. "Did you learn anything in your teacher education program that helps you in your job?"

Response	N
"I learned how to deal with different age groups."	1
"I learned skills for dealing with people."	3
"I learned some problem solving skills."	1
"I learned to analyze problems and to cope better with people."	1
"I learned to supervise people, how to plan and how to evaluate work."	1
"I didn't learn anything that helps me in my current job."	2
"I learned administrative skills."	1
"I learned about sales and marketing in my business education courses."	1
"I learned some mechanical skills in my industrial technology program."	1
"I learned some record-keeping skills."	1
"I learned how to work well with children."	1
Not applicable because unemployed	1

5. "Do you ever want to teach (again)?"

Response	N
"I might teach at the college level someday."	2
"No."	1
"I want to tutor."	1
"I might teach part-time at some time, but I never want to teach in the public schools."	1
"I probably will not ever teach."	3
"If teachers got better salaries, I would teach."	2
"I might teach someday."	1
"If I could get a job I would teach."	2

Appendix E

"Snapshots" of Three Typical Teachers

One way to report these findings is to provide the reader with a snapshot of graduates whose profile could be considered "typical". Three "snapshots" follow: one of Mark, a male graduate who has been teaching for three years, one of Ann, a female graduate who has also been teaching for three years, and one of Joe, representing those persons in the sample who graduated but decided on another occupation than teaching.

Mark is a twenty-eight year old Caucasian, who is active in the Protestant church. He has never been married. He was born and raised in Wapokoneta, a small town in Ohio,although he lives in Dayton. He attended a public school and came to Ohio State University, because he knew others who had come here. When he began college, his father was a factory worker.

Mark did not decide to go into education until he was a junior. Before that he had considered going into accounting. He felt that his friends and teachers influenced his career choice. He was attracted to teaching because it seemed challenging and afforded him time off. He reports now that if he had the chance to do it over again, he would either go into teaching or veterinary medicine.

Since he graduated from Ohio State, he has taught third and fourth grade for three years in a suburban district outside of Dayton. He completed a Masters degree in Education Administration in 1978.

At present, Mark is teaching 26 fourth graders. He generally works with the children alone and does not normally work with children other than those in his class. He describes his classroom as an open setting. As with previous years, he changes the seating arrangement throughout the year. He feels that teaching machines, TV, and semi-structured educational materials (Cuisenaire rods, puzzles, etc.) are not useful in classrooms. He feels the most important subject areas are math, reading and english.

To Mark, an ideal teacher is fair; he hopes to be seen as fair by his students. The thing he is trying most to achieve as a teacher is to teach the children to be responsible for themselves. The responsibilities he has children assume in his classroom are grading each other's papers, budgeting their time, and getting assignments done. Mark has found teaching to be a lot harder than he thought it would be primarily because of the discipline problems he has encountered. Mark feels he has learned to be calmer this year, but still feels frustrated by not being able to teach everything.

Mark's view of his biggest teaching problems have changed. His first year he felt the greatest teaching problem was not knowing how to teach. Now his biggest problem is the large number of children in the room. Mark also mentioned discipline changes. His first year, he felt he was very inconsistent in his application of discipline. This year, he gives the children tickets for bad behavior and they take the ticket home to their parents for the application of discipline.

Mark spends about thirty-seven and a half hours a week on the school premises. The majority of that time (25 hours) is spent in actual classroom teaching, another eight hours is spent in planning and preparation. The remainder of his time is divided among activities such as grading papers, administrative paper work, seeing students, and meetings. An additional two hours a week of his time is spent in professional groups or classes. He spends very little time working on teaching at home. Mark feels that teaching is a large part of his life, but he values the time he spends away from it. Mark considers the morning the best time to really get something across to students, so he teaches reading at that time. If he were given extra time, he would spend it on preparation for class.

In his current position, he feels moderatley free to do the things he considers most important--helping children and being consistent in discipline. He also feels that getting work done is more important than warmth and closeness. Mark sees about three parents a month at parent conferences. He feels that the principal's major responsibility is to back him up and support him and that his responsibility to the principal is to support him/her if s/he is doing a good job.

Mark feels both satisfied and dissatisfied with his current position. He reports that the salary and respect he receives and having a position of influence are the most important job features to him. He receives satisfaction from the opportunity to wield influence, and having time off he gains satisfaction from mastery of discipline and classroom management. He feels his satisfaction with teaching would be increased if college professors kept their ideas out of the schools. If he were looking for a new teaching job, his priorities would be in the following order: students, salary, professional freedom, administrative influence, professional prestige, and special needs. He feels that he gets the most insight on his work from informal conversations with colleagues and friends. He would have mixed feelings about leaving the classroom for an administrative job. He feels that he is able to guage his own effectiveness as a teacher, but that the reactions of his students and their parents are also important to him.

Mark feels that the schools are doing a pretty good job, but that they should get back to basics. He feels they should be run like a business with stated responsibilities and clear authority. He believes that any changes should be realized slowly. If he has the opportunity to bring about any change it would be stricter discipline.

Ann is a twenty-nine year old Caucasian, who is active in her Lutheran church. She is married and has one child. She was born and raised in Marion, a small town in Ohio. She attended a public high school. She decided to go to Ohio State University because there was a branch in her home town and because it had a good reputation in the field of education. When she began college her father was a railroad telegrapher.

Ann decided to go into education when she was in sixth or seventh grade. She had wanted to go into teaching since she was a child. The only other occupation that she considered seriously was banking. If she had an opportunity to do it over again, she would still choose teaching.

Since she graduated from Ohio State, she substituted for ten weeks at Ridgedale Local and has taught for three years at River Valley Local. She has done no course work since her bachelor's degree, and has no plans to do so at this time.

At present she is teaching 19 second graders. She generally works with the children alone and does not normally work with children other than those in her class. She describes her classroom as a self-contained classroom. She changes the arrangement of the seats throughout the year, working toward small clusters at the end of the year. She notes having made the same changes in seating in her first year of teaching. She feels that teaching machines, Tv, and semi-structured materials (Cuisenare rods, puzzles, etc.) are moderately useful in teaching. The most important subject areas to her are reading, math and science.

Ann has found teaching to be alot more involved than she had expected it to be primarily because of the enormous differences in children (differring attention spans, learning disabilities). Her ideal teacher made her subject interesting and interested Ann in learning. She hopes that her students will come to respect her for making them learn. The thing she is trying most to achieve as a teacher is to be a good prescriber for individual needs, since she does not believe that you can teach all children in the same way. The responsibilities she has children assume in her classroom are that they do their work, keep their desks clean, own up to their actions, and find out what has to be done and do it. Ann feels that she is becoming more organized this year, that she is better able to research and solve problems on how to deal with individual children. It is difficult for her to think of any areas that she feels need improvement, because the group of children she is working with this year are so easy to work with, but she does think that she has a tendency to react rather than act in some situations.

Ann's view of her greatest teaching problem and how to discipline children have changed in the three years she has taught. Her first year she felt that her greatest teaching problem was discipline. She felt very unsure of how stern to be with the children. Now her greatest problem is coping with the children who have learning disabilities and have trouble learning to read. She feels that her first year she was very unsure about how to discipline children. Many times she would back off rather than try to handle difficulties. Her approach to discipline now is to try to move the children toward self-discipline. The only specific disciplinary technique she mentioned using is keeping children in at recess.

Ann feels extremely satisfied with her current position. She spends about forty to forty-three hours a week at school. The bulk of that time is spent in actual classroom teaching (32 1/2 hours). Another ten hours is spent in preparing for class and planning lessons. The remainder of her time is spent grading papers, doing administrative paper work, seeing individual students, meetings, and extracurricular activities. She spends another 2 hours a week at home in preparing for teaching. Ann feels that teaching is a large part of her life, but she enjoys the time she spends away from her career. Ann considers the morning the best part of the day for getting something across to students. For that reason, she teaches math and reading at that time. If she were given extra time, she would spend it on preparation for class. Ann reports that she would enjoy changing the grade level that she teaches to refresh her perspective.

In her current position, Ann feels very free to do the things she considers most important--teach the children--in the way that she thinks best. She feels that getting work done is more important than warmth and closeness. Ann sees about two parents a month, on the average, except during parent conferences twice a year, when she sees all parents in a short period of time. She feels that the principal's responsibility to her is to make administrative decisions and make her aware of weaknesses and strengths, offering suggestions for change. Her responsibility to the principal is to maintain a learning environment and to meet the individual needs of the students to the best of her ability.

Ann reports that the opportunity to study, master classroom management, and "reach" students are the most important aspects of her job to her. She receives satisfaction from the opportunity to influence her students. She likes having time off and the security of having an income and position. She feels her satisfaction with teaching would be increased if the humanistic philosophy toward education could be eradicated. If she were looking for a new job, her priorities would be in the following order: professional freedom, students and other conditions, salary, administrative influence, special need, and professional prestige. She feels that she gets the most insight on her work from informal conversations with her colleages and friends. She would have mixed feelings about leaving the classroom for an administrative job. She feels that she is sometimes able to guage her own effectiveness as a teacher, but that the reactions of the students are the best guage of her effectiveness.

Ann feels that the schools have basically good purposes, to make children informed and honest, but that they need to take a firmer stance on moral education. She feels that they should be run like a business with clearly stated responsibilities and clear authroity. She believes that any changes should be realized slowly. If she had an opportunity to bring about a single change, it would be that students were taught more and babied less.

Joe is a single, 25 year old Caucasian, who is active in his Baptist church. He was born, raised and still lives in Marion, a small town in Ohio. He attended a public high school and went to OSU at Marion because he could live at home and save money. He decided to go into teaching his senior year in high school because he liked working with children and liked getting summers off. He considered teaching music, but finally majored in Early and Middle Childhood Education.

He feels that if he had a chance to do it over he would become an electrician. He is not currently taking classes and has no plans to do so.

Since he graduated, Joe has held three related positions: janitor at OSU for 1 1/2 years, head janitor at Tri Rivers J.V.S., and building superintendent at OSU Marion. He had worked in the maintenance field when he was in college and was offered a full-time position after graduating. His responsibilities include security, maintenance, and heating. At that time, he felt that teaching afforded too small a salary and jobs were difficult to find. He has no regrets about not teaching and does not consider teaching at a later date.

The two teachers highlighted in these summaries are typical of their teaching peers. The general view of the teachers is that the highest priority needs to be placed on teaching students the basic skills - reading, english, math, etc. Both teachers felt that the program at Ohio State had not provided sufficient skills for dealing with discipline problems. They both expressed concern about their ability to cope in that area at some point in their career. One of these teachers, as well as some of his peers who were surveyed, suggested that nowhere in their undergraduate program had they been taught "how to teach."

Joe is like the majority of his non-teaching peers in that he never has taught and does not feel he does want to teach. He opted for a job that was offered immediately after graduation and has stayed in the same field for the past three years.